

# Relationships and Behaviour Policy 2024/27

APPROVED BY (SELT) ON (June 2024)

<b>Applies to:</b>	
Harrogate College	x
Keighley College	x
Leeds City College	x
Leeds Conservatoire	
Leeds Sixth Form College / Pudsey Sixth Form College	x
Luminate Group Services	
University Centre Leeds	

## CHANGE CONTROL

<b>Version:</b>		
<b>Approval route</b>		
<b>Approval committee (ELT, SELT, Board)</b>	<b>Date approved</b>	<b>Version</b>
SELT	27 June 2024	
<b>Name of author:</b>	Jane Hinchliffe	
<b>Name of responsible committee:</b>		
<b>Related policies: (list)</b>	<ul style="list-style-type: none"> <li>● Equality and Diversity Policy</li> <li>● Fitness to Study Policy</li> <li>● SEND Policy</li> <li>● Care Experience Policy</li> <li>● Attendance Policy</li> <li>● 14+ Academy Behaviour Policy</li> <li>● Physical Interventions and Contact Policy.</li> </ul>	
<b>Equality impact assessment completed</b>	<b>Date:</b>	June 2024
	<b>Assessment type</b>	
	<input checked="" type="checkbox"/> Full <input type="checkbox"/> Part <input type="checkbox"/> Not required	
<b>Environmental Impact Assessment Completed</b>	<b>Date:</b>	June 2024
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not required	
<b>Policy will be communicated via:</b>	ELT update SharePoint policy site available to all staff Relational Practice Steering Group	
<b>Next review date:</b>	August 2027	

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## 1. POLICY STATEMENT

1.1 This policy sets out our approach to relationships and behaviour. At the Luminate Education Group the aim is to create learning environments where every learner is supported to reach their full potential. We focus on establishing and developing positive relationships. This means we intervene early with support and reduce the chances of behaviour escalating. When we need to support and challenge students around aspects of behaviour, we do so from a position of respect, care, and empathy. We encourage students to take responsibility for their behaviour whilst supporting them every step of the way to make the changes needed. Following the behaviour policy is everyone's responsibility.

1.2 Relational Practice is about building relationships and it emphasises that relationships precede actions. Relational Practice recognises that relationships have a direct impact on people's capacity to feel safe and succeed in education and work. It includes a range of inclusive approaches, such as Restorative Practice, Trauma-Informed Practice and supporting students with emotional regulation. Relational practice is successful when it is embedded at all levels of the college setting, including ethos, policy, procedures and everyday interactions. It provides the practical tools to adapt to the emotional and developmental needs of all students, including those who are most in need.

1.3 It is recognised that campuses and departments have their own relational initiatives to support behaviour. This policy aims to set out the core approach, whilst acknowledging and welcoming the good practice already happening across the Group.

1.4 This policy applies to Further Education Post 16 students and students of the 14-16 Skills Programme. For Key Stage 4 students enrolled at the colleges **14+ Academy** please refer to "**The 14+ Academy Supporting Behaviour Policy**". (Appendix 1). For Higher Education students, please refer to HE specific policies.

1.5 The policy is supported by a guidance document and resources that you will be able to obtain from the relational practice team ([relationalpractice@luminare.ac.uk](mailto:relationalpractice@luminare.ac.uk)).

## 2. POLICY AIMS/OBJECTIVES

2.1 The policy is guided by the following principles and objectives:

- To put relationships first and create a positive culture of connection, inclusion and respect that supports positive attitudes to learning.
- To develop and embed a trauma informed and relational approach to behaviour, which is curious, non-judgmental and empathetic.
- To establish and maintain clear boundaries though agreed learner expectations with structures, routine and consistency to create a climate of safety and care.
- To embed a 'fair' approach to behaviour. This does not mean that everyone will be treated the same (equality) but that everyone gets what they need (equity).
- To ensure we make it everyone's responsibility to appropriately and restoratively challenge others (students and staff) if they hear/witness behaviour that constitutes harassment, discrimination or bullying of any kind.
- To adopt early intervention approaches to address difficulties at the earliest opportunity.

### **3. SUPPORTING STUDENTS WHEN BEHAVIOUR DOES NOT MEET EXPECTATIONS**

3.1 In our college community, there are a range of expectations we have for our students. For example, behaviours such as misuse of IT (which will be monitored by Smoothwall), being under the influence of alcohol or drugs, bullying or taking part in criminal activity will not be tolerated in our settings. For further examples of behaviours that do not meet expectations, please refer to Appendix 2.

3.2 The Student Handbook to Relationships and Behaviour ( Appendix 3) is available to reinforce student understanding of behaviour expectations.

3.3 When a student's behaviour does not meet expectations, there are five stages to the relationships and behaviour policy:

1. College wide restorative behaviour support (applies to all students)
2. Behaviour Support Meetings (for students behaviour is not meeting expectations)
3. College Panel Process (serious incidents /incidents not resolved through Behaviour Support Meetings).
4. Actions to take when a student is emotionally dysregulated
5. Specific guidance for dealing with Sexual Harassment and Sexual Violence

**See Appendix 4 for the Personal Development Behaviour and Attitudes Ofsted framework**

#### **4 COLLEGE WIDE BEHAVIOUR SUPPORT:**

4.1 All members of staff should use a college wide behaviour support approach when interacting and communicating with students. Using these restorative approaches can reduce the need to move to behaviour meetings. The approaches are:

- Greeting students on arrival with a warm welcome, speaking to students as we move around the building.
- Calm, respectful communication, using restorative language.
- Creating group agreements (see guidance) for your setting during induction with students. Regularly referring to and amending these agreements throughout the academic year, to keep behaviour and learning on track.
- Knowing individual students well. Understanding their strengths, struggles and what works for them.
- Restorative approaches such as check ins and check outs, discussion circles, and coaching techniques in your setting.
- Pausing before dealing with challenging behaviour, emotionally regulating ourselves as staff before we engage with students. Managing our own response so it is predictable, consistent and empathetic.
- Reflecting on our own biases and systemic discrimination, learning how these could lead us to make unfair assumptions.
- Where possible addressing behaviour with the person one to one, not as part of a group.
- Avoiding language that blames or shames students in front of their peers or the college community.
- Checking any vulnerabilities before proceeding to Behaviour Support Meetings. Then working collaboratively with the relevant Student Life team.

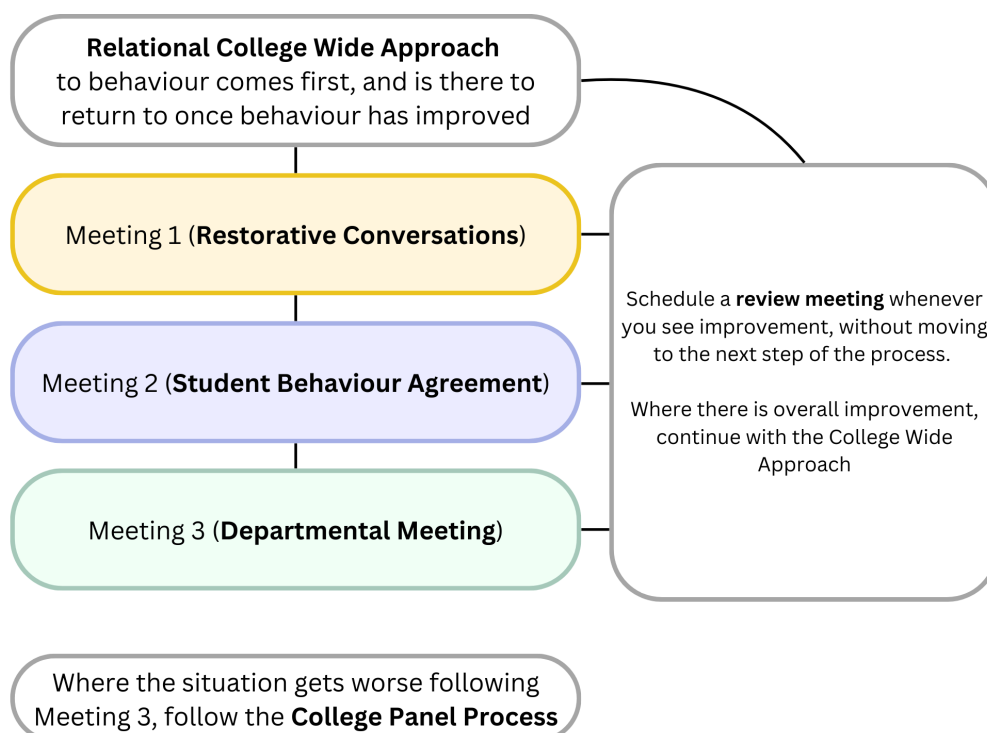
4.2 A staff member who needs to report student behaviour as an issue should contact the tutor and log a learner comment on ProMonitor, flagged for the tutor's / course leader's attention.

4.3 For students on the 14-16 Skills Programme staff should check with the department regarding where to record any comments for all stages as they do not use ProMonitor.

4.4 If you require any support or advice on implementing the college wide behaviour support approach contact the Relational Practice Team: [relationalpractice@luminare.ac.uk](mailto:relationalpractice@luminare.ac.uk)

## 5 BEHAVIOUR MEETINGS PROCESS

### Process Flow



5.1 Whilst using these processes, keep to the rule of “one student, one plan”. If an additional behaviour incident occurs, work with the staff who are already offering support to the student and add this incident to the existing behaviour agreement.

5.2 We aim to use high challenge and high support to restore and repair relationships, returning to the college wide approach to behaviour when the plan is complete, (rather than working towards the panel process, which is for exceptional cases).

5.3 In circumstances where students require support to improve their attendance the stages in the policy can be used. To support these conversations the [Students Returning after Absence](#) guide can help.

5.4 When supporting students through the stages, consider whether the Fitness to Study Policy or the Relationships and Behaviour Policy is the most appropriate way to support a student. If you are unsure contact the Relational Practice Team to discuss the case: [relationalpractice@luminare.ac.uk](mailto:relationalpractice@luminare.ac.uk)

## **6 BEHAVIOUR MEETINGS**

### **6.1 MEETING 1: RESTORATIVE CONVERSATION**

6.1.1 A restorative conversation between staff member and student should be the first response, to understand what happened and who was affected. An approach of high support and high challenge will result in a clear agreement on what needs to happen to resolve the situation. This can be recorded as a Restorative Conversation Meeting on ProMonitor. Where a resolution is agreed, and all parties have been involved, no further action may be necessary. Restorative Communication Guidance is available to support you (Appendix 6).

### **6.2 MEETING 2: STUDENT BEHAVIOUR AGREEMENT**

6.2.1 If the initial restorative conversation has not resolved the difficulties a behaviour agreement will be created with the student.

6.2.2 Where the student is supported by the Care Experience Outcomes Coordinator, the Safeguarding Team or has an EHCP, these colleagues need to be consulted and participate in the agreement.

6.2.3 Realistic, achievable actions and objectives should be agreed between the student and staff member. The meeting is then recorded in the template on ProMonitor.

### **6.3 MEETING 3: DEPARTMENTAL MEETING**

6.3.1 In cases where the student's behaviour has not been resolved and there are ongoing concerns a departmental meeting will take place.

6.3.2 The Course Leader or the Programme Manager is responsible for chairing the departmental meetings.

6.3.3 Those present at the departmental meeting can include:

- Student
- Tutor
- Student Advocate (advocate /interpreter/ family member in a supporting role if requested)
- Staff who are supporting the student in the wider college
- Parents or Carers for students under the age of 19 *or* aged 25 and under with an EHCP. (Unless there is a record of no parental contact, or the student has given reasonable instructions that their parents/carers should not be involved.)
- Any external agencies that are supporting the student.
- If there is Safeguarding Team involvement, the relevant Stay Safe Officer or DSO.

6.3.4 The purpose of this meeting is to develop a more detailed, multi-agency, cross college plan, which continues to be restorative. Concerns are discussed and recorded (on ProMonitor or alternative for the 14-16 Skills Programme) and actions agreed. The plan will address barriers to success from the previous plan, details of who is responsible for each action, and timeframes.

6.3.5 The plan will remain at the Departmental Meeting stage if there is improvement, until the student is ready to return to universal college-wide behaviour support.

## 6.4 RECORD KEEPING

For support with recording meetings on ProMonitor, please see Appendix 6.

## 7 TIMESCALES

7.1 The length of time a student spends on Student Behaviour Agreement or participating in Meeting 2 or 3 can be agreed in discussion with the student. It will depend on improvements noted during the meetings. As a general guide, we would aim for moving back to the college wide behaviour approach wherever possible, within 6 weeks.

## 8. COLLEGE PANEL

8.1 Where Behaviour Support Meetings have not been effective or for incidents of a more serious nature, the **College Panel process** may be instigated. The decision to proceed with this is made by the Head of Department. This decision is always made in consultation with relevant college departments supporting the student, for instance the Safeguarding Team, SEND, Care Experience etc.

8.2 As the College Panel process is multifaceted and may be complex, you can contact the Relational Practice Team for support ([relationalpractice@luminare.ac.uk](mailto:relationalpractice@luminare.ac.uk)). They can guide you through the specific steps and provide tailored advice for your situation.

8.3 There must be sufficient documented evidence that **the Behaviour Support Meeting Process** has been followed and that a behaviour support agreement was implemented before moving to the college panel process. The exception to this is where a serious incident has occurred e.g. serious violence dealing drugs on college premises, which may justify immediate instigation of the panel process. Staff members should discuss with their Head of Department who will authorise proceeding to the panel stage.

8.4 The Head of Department or deputising staff member will prepare any background information needed and provide this to the Director of Curriculum, with a recommendation. Where the need for an escalation is agreed, the Head of Department or designated staff member will arrange a panel hearing.

8.5 If applicable, statements from witnesses to the events will be collected and reviewed by the meeting chair prior to the panel taking place. Evidence provided by either the student or the college can be submitted.

8.6 The Director of Curriculum or alternative senior leader will chair the panel and those present at the panel can include:

- Head / Deputy Head of Department
- The student and their advocate or representative (interpreter if needed)
- Parents or Carers for students under the age of 19 or aged 25 and under with an EHCP. (unless there is a record of no parental contact, or the student has given reasonable instructions that their parents/carers should not be involved).
- Any external agencies that are supporting the student.
- Wider college staff where appropriate (e.g. Safeguarding Team)
- An independent staff member (usually a pastoral/Student Life lead) not already familiar with scenario to offer a fresh perspective
- Minute taker



8.7 The meeting should review the actions leading to the panel. Issues are recorded, and four possible outcomes are discussed (see below). A risk assessment of each outcome is considered. The overall aim is to retain the student in learning, and support them to make the changes to succeed.

8.8 The four possible outcomes from the panel stage to consider are:

1. For serious incidents: The allegations are not upheld. A record of 'not upheld' or 'no case' will be made on ProMonitor. The student is reintegrated into learning.
2. The panel makes additional recommendations. The student is reintegrated into learning with a new student behaviour agreement which addresses the barriers to fulfilling any previous plans.
3. It may be necessary to remove the student from their current course of study and / or campus and source an alternative offer within the Luminate FE Colleges. This can be a change of programme or the opportunity to complete the programme in another location (or via independent learning if this is a viable option).
4. In the most exceptional cases, the student may be asked to leave the course, campus, college and/ or Group (permanent exclusion) or may choose not to accept an alternative offer of learning.

8.9 We aim to inform the student of the outcome within 5 working days. Where there are unforeseen delays, this must be communicated to the student.

8.10 For outcomes 3 and 4, a letter will be sent to the student confirming the panel decision.

8.11 Tutors are responsible for making sure students do not fall behind academically and re-integrating students after any period of absence.

8.12 Students have a right of appeal. Please refer to the [FE Compliments and Complaints Policy](#).

## **9 ACTIONS TO TAKE WHEN A STUDENT IS UNABLE TO SELF CALM OR BECOMES EMOTIONALLY DYSREGULATED:**

9.1 There will be situations where staff need to respond quickly to a student who is in emotional distress and is unable to self-calm. The following actions can be taken where appropriate:

1. Talk to the student about their behaviour, in a quiet space away from the incident and at a point where the student is calm enough to reflect on triggers, thoughts, feelings and what might help in the future.
2. Give them the opportunity to talk about what happened using restorative affective statements.
3. Provide a safe and quiet space where the student can regulate emotions and return to the learning environment when they are ready.
4. Consider what other support the student may need and liaise with Student Life if in doubt, e.g. safeguarding support, mental health support.
5. Consider your own safety when intervening and request help if needed. (Refer to the Physical Interventions and Contact policy for more information.)
6. Consider which other policies may be applicable here e.g. Fitness to Study.

9.2 If necessary for reasons of safety of the individual or the college community, a student may be asked to leave the college campus for a short period of time. The following actions will be taken first:

- For Key Stage 4 students, a parent or carer must be contacted. The student can only leave in their care, or with their explicit permission.
- If the student is working with the Care Experienced team, they must be informed of the incident.
- If the student has an EHCP the relevant SENDCO, or in their absence SEND Support Lead, must be consulted prior to the student being asked to leave the campus.
- For students under 18 or with an EHCP the carer or emergency contact must be informed.
- The student will hand in their ID badge and lanyard. They will be informed to ask at reception for their coaching tutor or nominated staff member on their return, to review the incident and agree any follow up actions.

9.3 The staff member who addressed the behaviour will contact the Course Leader to inform them of the incident. The Course Leader will coordinate with the student regarding their return to college, informing the Front of House of the expected return of the student.

## **10 SEXUAL HARASSMENT, VIOLENCE AND HARMFUL SEXUAL BEHAVIOUR**

10.1 It is EVERYONE'S responsibility to create a culture of safety in college, and this involves all staff appropriately and restoratively challenging others (students and staff) if they hear/witness behaviour that constitutes sexual harassment, sexism, sexual violence or harmful sexual behaviour.

10.2 All staff should read the Responding to Sexual Harassment & Violence Guidance and have a good understanding of how to respond in these circumstances

10.3 For the **Responding to Sexual Harassment & Violence Guidance** document please refer to Appendix 2 for guidance on the group wide approach.

## **11 ADDITIONAL CONSIDERATIONS: STAFF AND STUDENT SUPPORT**

### **11.1 SUPPORT FOR STAFF**

11.1 We appreciate that these processes can be difficult for staff and can impact staff wellbeing. It is encouraged that staff speak to their line manager to seek support. It is not expected that staff will manage the behaviours alone.

11.2 Student Life has a range of teams that are able to offer support to staff either with the above processes directly or with the impact and stress that can come alongside them.

11.3 Where staff have a plan with a student that feels "stuck" or that they have a large number of Behaviour Support agreements within their student group, contact the Relational Practice Team: [relationalpractice@luminare.ac.uk](mailto:relationalpractice@luminare.ac.uk) . They may be able to help to look at alternative approaches and reduce the number of Behaviour Support Agreements in your department over the medium term. It's acknowledged that the administration of high numbers of such agreements takes up considerable time and resources for everyone involved.

11.4 For support with staff wellbeing, please contact a Wellbeing Champion. They're trained to have wellbeing conversations, signpost to available support and resources and promote wellbeing events and initiatives. Find your local Wellbeing Champion [here](#).

11.5 Staff can also access the Employee Assistance Programme for support. An EAP is a confidential employee benefit designed to help you deal with personal and professional problems that could be affecting your home life or work life, health and general wellbeing. Simply access the [Health Assured Online Portal](#), and use the unique code **MHA266016** to log in, or call the FREE 24 hour Confidential Helpline on 0800 028 0199.

## **12 STUDENTS WITH ADDITIONAL NEEDS AND VULNERABILITIES**

12.1 If a student has an EHCP, special educational needs or disabilities (SEND), is a Child Looked After or Care Leaver, or has Safeguarding involvement, this is taken into account when implementing any behaviour support or panel processes. It is essential that staff refer to agreed support plans and make contact with staff named on ProMonitor or key workers. For example, if they are a Care Experienced student or have Safeguarding Team involvement, invite the relevant professionals when arranging a meeting.

12.2 The college has a legal responsibility to make reasonable adjustments. Consideration should be given to:

- The nature of the vulnerability, difficulty and/or disability, and support or reasonable adjustments recommended.
- The support put in place and evidence of the impact this has had. Where support has failed it should be clear what alternatives have been considered.
- The circumstances leading to the alleged misconduct and how this may relate to the support needs.
- Reasonable adjustments required for the learner to participate in the behaviour process.

12.3 The above information must be provided to the chair of any conduct meeting

12.4 Where a student has an EHCP, a College Panel process should not be instigated without consultation with the Head of SEND. Only under exceptional circumstances, relating to safeguarding and wellbeing, should the student be asked not to attend college.

12.5 **Where a student has identified SEND needs**, the Course Leader will work with the SEND team to:

- ensure learning support assessments have been completed, appropriate support measures are in place and documented
- seek advice from specialists around how the impact of the learning difficulty or disability may have been a causal factor in the behaviour demonstrated
- formulate a Behaviour Support Agreement identifying triggers, de-escalating strategies and risks.

12.6 The staff members should refer to the SEND Policy and the SEND Code of Practice can be found [here](#).

12.7 Where a student might have unmet support needs, this should be brought to the attention of the Course Leader who can arrange for assessment and plans to be put in place with the relevant team.

12.8 **Where a student is Care Experienced**, in many cases (but not all) this can be an indication that they will have wider additional support needs:

- The approach to behaviour meetings for students with care experience must take their experience and existing support plans into account. The outcome of the formal

process may be a recommendation around changes to support plans if these are not working for the student.

- Reviewing the Personal Education Plan (PEP) is essential where a care experienced student is at risk of exclusion.
- Where a student might have unmet support needs, this should be brought to the attention of the Care Experience Outcomes Coordinator in Student Life and the departmental lead for Children Looked After.
- The list of designated staff for care experience is [here](#).

12.9 The Care Experience team will support the Course Leader to:

- ensure learning support, wellbeing and safeguarding assessments have been completed, appropriate support measures are in place and documented.
- seek advice from specialists around how the impact of the care experience may have been a causal factor in the behaviour demonstrated.
- The statutory guidance for designated teachers / coordinators can be found [here](#).

### 13 FURTHER READING

13.1 For further reading, please see Appendix 8.

### 14 APPENDICES

Appendices in this document and a range of useful resources are available on the staff intranet.

[Appendix 1](#): 14+ Academy Policy

[Appendix 2](#): Examples of behaviour not meeting expectations

Appendix 3: Student Handbook to Relationships and Behaviour

[Leeds City College](#) Harrogate College Keighley College  
*(Note: HC and KC Handbooks to be released Sep 2024)*

[Appendix 4](#): OFSTED PDBA Guidance (Education inspection framework)

[Appendix 5](#): Restorative Communication Guidance

[Appendix 6](#): Record Keeping Guidance

[Appendix 7](#): Responding to Sexual Harassment and Violence Guidance

[Appendix 8](#): References, Evidence Base and Further Reading