

# LSI Independent College Student Behaviour Policy

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**Review date: August 2025**  
**Lead for review: Principal**

## **LSI Independent College Student Behaviour Policy**

### **Preface**

Students at LSI Independent College are expected to conduct themselves with respect and consideration, demonstrating an inclusive and respectful attitude. Clear expectations are provided through a comprehensive and straightforward induction programme. As a result, there is no justification for poor behaviour. Students are expected to take responsibility for their actions, address any issues through reflection, restorative conversations, and moving forward in a positive manner. Good behaviour is expected at all times, whether interacting with any member of the college community or outside of it. This includes showing effort, self-discipline, and meeting deadlines in the classroom.

To uphold high standards, any form of bullying or harassment will not be tolerated. Leadership and management are committed to fostering positive behaviour and supporting all staff in these efforts. Staff are guided by the behaviour systems detailed in this policy and in the Student Handbook, which empowers them to manage student conduct effectively.

### **Guidelines**

All students are required to follow the Student Handbook, which is accessible on the college website as well as through the college's VLE Canvas. Physical copies are also available. The Student Handbook includes the college rules, expectations, routines, norms, and values, along with other useful guidance for students.

High standards of behaviour and excellence are acknowledged by all members of the college staff. Any breaches of the Student Behaviour Policy will be managed through the college's five-stage disciplinary process as outlined in Appendix 1.

Students must adhere to college expectations at all times: on college premises, while travelling to and from the college, when wearing the college lanyard, when participating in any college event or activity, and whenever they are identifiable as a student of the college.

### **Searching and Confiscation**

As per the guidelines provided in the Searching, Screening, and Confiscation Advice for Colleges (July 2022), Principals and authorised staff have the legal authority to search a student or their belongings if there are reasonable grounds to suspect possession of prohibited items. These items include knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, or any article that could potentially be used to commit an offence or cause harm.

When conducting searches, the college will consider the student's age and needs, including any special educational needs (SEN) or disabilities. Searches will be conducted safely, proportionately, and appropriately. Staff are trained in how to lawfully and safely search a student who is not cooperating.

If a search identifies a prohibited item, it will be confiscated in accordance with the guidance provided, and parents will be notified. All searches will be documented, and any safeguarding concerns will be reported to the Designated Safeguarding Lead (DSL).

### **Use of Reasonable Force**

College staff have the authority to use reasonable force as outlined in the non-statutory guidance, "Use of Reasonable Force" (July 2013). This will only be used as a last resort to safeguard the college community. Examples include preventing self-harm or harm to others, or if a student disrupts the learning environment and other options have been exhausted. Reasonable adjustments will be made for students with disabilities or SEN.

### **Corporal Punishment**

Corporal punishment is strictly prohibited at LSI Independent College. This ban applies to all staff and volunteers during any college activity, on or off the premises.

## Rewards and Sanctions

The college promotes positive behaviour through meaningful reinforcement. Rewards are given in the form of "Green" points on our system when students exceed expectations or show genuine improvement. Staff are encouraged to recognise and highlight commendable behaviour.

Sanctions, referred to as "Amber" on our system, are used to address and correct inappropriate behaviour. These may include restorative conversations, personalised detentions, or notifications sent home. The primary aim of sanctions is to encourage reflection and accountability for actions. Consistency in applying this policy is vital. All staff will actively use the rewards and sanctions system to promote positive behaviour in line with college values, communicate expectations clearly, and manage student conduct effectively.

## Exclusions

Students may be placed on any stage of the disciplinary ladder depending on the severity of their behaviour. Persistent poor behaviour, without improvement over time, may result in a student advancing up the disciplinary stages. A Stage 5 placement can result in suspension or permanent exclusion, which is considered a last resort.

Permanent exclusion may occur if:

- The earlier stages of the Discipline Ladder have been exhausted without improvement.
- There is use or threatened use of violence.
- The behaviour poses a risk to safety.
- There are breaches of examination regulations or cheating.
- Possession of drugs or serious breaches of college rules or UK law.
- It is deemed necessary for the welfare of the student or the college community.

## Appeals Against Permanent Exclusion

Appeals must be submitted in writing to the Chair of Governors within five working days of the exclusion decision. The Chair will review the case and make a final decision within ten working days. The outcome will be communicated in writing, and this decision is final.

## Consideration of Disabilities and Additional Learning Support

Students with additional needs will be treated on an individual basis, with reasonable adjustments made to support their learning and behaviour management.

## Anti-Bullying Policy

LSI Independent College maintains a zero-tolerance policy towards bullying. All concerns are addressed promptly, sensitively, and effectively.

## Staff Induction and Training

All new staff receive training on the college's behaviour management policies and are expected to participate in ongoing training sessions to maintain a high standard of student care and conduct management.

## Child-on-Child Abuse

The college promotes a culture of listening, and it is clearly communicated how students can raise concerns about abuse. All incidents are taken seriously, investigated, and appropriate actions are taken in line with the college's safeguarding policies.

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## Appendix 1: A Guide to the Disciplinary Process

This appendix outlines the **five-stage disciplinary process** used by the college to manage student behaviour. Each stage corresponds to increasing levels of severity in a student's misconduct and details the actions that will be taken at each level:

1. **Stage 1:** Managed by a Director of Studies, this stage involves issuing a written warning to the student and notifying their parents. Typically applied for minor infractions or the accumulation of three "Amber" points.
2. **Stage 2:** Also managed by a Director of Studies, this stage involves a more serious written warning sent to the parents and is applied when a student accumulates six "Amber" points or commits a first offence such as underage smoking or being found in a pub underage.
3. **Stage 3:** Managed by the Director of Studies, this stage includes a further written warning. This level is reached if a student accumulates nine "Amber" points or commits more serious offences, such as possession of alcohol or going absent without leave (AWOL).

4. **Stage 4:** Managed by a member of the Senior Leadership Team, this stage involves issuing a final warning to the student. It is applied when a student reaches twelve "Amber" points or commits repeated or more serious offences, such as plagiarism or significant behavioural issues.
5. **Stage 5:** Managed by the Principal, this final stage involves suspension or exclusion from the college. This stage is reserved for the most severe offences, such as threats or violence, possession of weapons, severe academic misconduct, or behaviour that poses a significant risk to safety.

## Appendix 2: Additional Behaviour Management Guidance

This appendix provides **additional guidance for managing specific types of student behaviour**. It includes practical strategies and steps for teachers and staff to follow in various scenarios, such as:

- **Managing Inattention or Disruption in Class:** Suggestions include asking direct questions, changing activities, or having private conversations with the student to refocus their attention.
- **Addressing Persistent Lateness or Non-Attendance:** Recommends consistently challenging lateness, recording notes on student behaviour, and coordinating with Personal Tutors or the Director of Studies to address ongoing issues.
- **Handling Aggressive Behaviour:** Outlines steps for responding calmly to aggression, removing the student from the situation if necessary, involving senior staff, and ensuring that all incidents are recorded and reported.
- **Supporting Students with Special Needs or Disabilities:** Encourages teachers to use differentiated materials, offer additional support sessions, and collaborate with the Special Educational Needs (SEN) team to tailor support for students struggling to meet behavioural expectations.