NEWHAM COLLEGE LONDON

Student Positive Behaviour Policy

Document: **SE2**	Student Positive Behaviour Policy
Policy Owner:	Deputy Principal – Quality & FE Curriculum
Review Date	September 2026
Applies to	All students and staff

Intent	Newham College recognises that it has a legal and moral duty to provide safe and secure learning environment for its students, staff and visitors and is committed to providing a supportive and welcoming environment to promote effective learning where students can enjoy their studies, reach their full potential, and feel safe. Our mission is to develop the skills, confidence, and qualifications for local people to lead rich lives and build great careers. We are committed to a culture of integrity and living by the Nolan Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership. At Newham College, we aim to cultivate an atmosphere of mutual respect among students, staff, and visitors and expect everyone to act with consideration and care. Our approach to positive behaviour includes aspects of restorative practice and values open and honest communication. De-escalation and mentoring are also key to ensure our students stay in education and achieve their aspirations.
Purpose	The purpose of this policy is to • Embed a Trauma Informed, Restorative, and Inclusive Practice across college • Ensure a culture of mutual respect, tolerance, democracy, and shared expectations, consistent with British Values. • Provide a safe learning environment where all members of the College community are free from physical risks, bullying or harassment including peer on peer abuse and sexual harassment. • Provide a welcoming, friendly, and supportive environment that promotes student progress. • Ensure that everyone knows what is expected of them and that students are encouraged and supported to meet the standards of conduct required to successfully complete their college experience.

	• Ensure that student behaviour processes are managed effectively to promote fair and equitable treatment of all students whilst providing support to staff.
Scope	This policy applies to all enrolled students, irrespective of their provision type, mode of study, or location. All students are expected to follow the Student Code of Conduct, in the next section, when they are on campus, during work experience/placements and offsite trips, when in the community and when working online. The policy sets out the approaches and interventions that should be used when managing low level behavioural challenges. It also sets out the process to be followed when a formal resolution is needed. Every member of staff is responsible for following this behaviour policy. Wherever possible, we will work with parents, carers, employers, and trusted adults to support students to improve their behaviour. This applies to employers of apprenticeship students and parents/carers of students up to the 31st August following their 18th Birthday and up to 25 for those with an Education Health and Care Plan. Individual student circumstance will be considered when planning discussions with parents/carers and where appropriate, the Welfare and Safeguarding team will be consulted. Safeguarding concerns should be reported in the usual way as laid out by the Safeguarding Policy and Procedures.
Principles	At Newham College we strive to develop and maintain positive relationships which underpins our ethos and values and our commitment to diversity, equity and inclusion, restorative practice and support. Staff will meet and greet students with a smile and a hello to ensure students feel welcomed and valued. Staff will role model calm, supportive behaviour and maintain a calm approach when faced with challenging behaviour. Students who demonstrate positive behaviour can expect to be rewarded and recognised and receive praise and encouragement. Staff will ensure a consistent approach when managing student behaviour, ensuring expectations are discussed and agreed with students and referred back to on a regular basis.
Expectations and behaviour	All enrolled students are expected to abide by the terms of the Student Code of Conduct (Appendix 1). Failure to follow the code may lead to an Inclusion or Intervention meeting.
Behaviour not meeting expectations	All staff are expected to intervene when behaviour does not meet expectations and challenge poor behaviour. Our goal, using restorative approaches, is to achieve positive outcomes for everyone involved by understanding individual situations, resolving conflicts, and facilitating mediation. Staff should always strive to diffuse and resolve situations where behaviour falls short of expectations. The

	objective is for students to manage and take responsibility for their own behaviour. Teachers and other college staff will consistently promote and role model positive behaviours and directly challenge low level disruption on a regular basis. Every effort will be made to avoid an Intervention meeting which will only be triggered when: • Misconduct has exhausted all other avenues • Serious misconduct is alleged For Higher Education (HE) students on programmes which emphasise professional conduct and employability, the 'HE Fitness to Practice' Policy will be invoked where necessary. A variety of support can be provided by appropriate college support services as detailed below. If a learning support need is identified or if a special educational need and/or disability is disclosed, a referral should be made to the ALS team. **Student 1:1 and group tutorials** Individual and group tutorials are a good time to discuss areas of concern with students and to follow up on action plans and progress. Group tutorials can be used to address behaviours or concerns that affect lots of students or specific concerns for a group such as attendance, group relationships or thematic sessions on drugs and alcohol. **Referrals** If a student has an EHCP or has declared a learning support need, advice and guidance can be sought from the appropriate student support team. For guidance contact ALSEnquries@Newham.ac.uk If there are concerns about a student's welfare, a referral should be made to the safeguarding team through logging onto CPOMS. If there are concerns about the behaviour of a student in 16-18 or adult provision which may be known to be or suspected to be the result of an underlying physical or mental health difficulty, advice and guidance should be sought from the Head of Student Experience or Head of ALS. **Restorative Conversations** When difficult relationships arise, a restorative approach can help those involved understand each other and move forward. This can prevent further conflicts. The Student Engagement Team can help initiate and lead on restorative conversations.
Attendance	Newham College endorses the importance of good attendance and punctuality in enabling students to achieve their full potential. Low attendance means that students miss key elements of their learning and support and increases the risk of non-completion and achievement. The college supports students to develop and maintain good attendance and punctuality habits to enable them to succeed in future opportunities and ultimately in the world of work.

<table>
<tr><td></td><td>Please refer to the Attendance and Punctuality Policy.</td></tr>
<tr><td>Roles and Responsibilities</td><td>
All college staff

The challenging of poor behaviour, education on, encouraging and rewarding positive behaviours is a requirement of all staff.

These are the minimum expectations of staff in promoting positive behaviour:

• Every day is a fresh start
• Greet students
• Model respectful language always
• Be interested in who our students are
• Engage students in decision making
• Teach and model excellent practice
• Use affective statements and questions
• Reward, reward, reward and never remove a reward
• Whole group punishments are never fair
• Sanctions should always be proportionate

All staff are responsible for challenging poor behaviour where appropriate and should share concerns with the course tutor.

All staff are responsible for promoting and modelling positive behaviours, including attendance and punctuality, amongst students, reporting and challenging poor behaviour and misconduct, and cooperating with other staff to ensure prompt and effective resolution of cases.

All staff are responsible for familiarising themselves with this policy, their role within it and the outlined processes to ensure a consistent approach and experience for our students.

At all stages, staff should work with students to understand causes of behaviour, develop positive working relationships, and plan and arrange support with the relevant cross college teams. All stages should include the setting and monitoring of action plans. All behaviour interventions should be recorded on eTrackr.

If a staff member has a concern about a student's behaviour, they should raise a cause for concern on eTrackr and copy the course tutor into the communication.

Management of Inclusion and Intervention Panels
Due to variations in line management the table below clarifies who is responsible for conducting and chairing Inclusion and Intervention Panels.
<table>
<tr><td>Panel Meetings</td><td>CREATE & HEACH</td><td>DIGIBUS & Foundation</td><td>GTEC</td><td>ACADEMIC</td></tr>
<tr><td>Stage 1 Positive Behaviour Support</td><td>Course Tutor</td><td>Course Tutor</td><td>Course Tutor</td><td>Course Tutor</td></tr>
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Stage 2 Positive Behaviour Support	Curriculum Manager	Curriculum Manager	Curriculum Manager	Curriculum Manager
Stage 3 Positive Behaviour Intervention	Head of Faculty	Head of Faculty	Head of Faculty	Director
Stage 4 Positive Behaviour Intervention	Director	Vice Principal	Deputy Principal	Vice Principal

Course Tutors
The course tutor should be made aware of any behaviour or conduct concerns relating to students in their group.

A course tutor has various options, including using their knowledge and understanding of each student's circumstances, to discuss concerns and investigate causes and issues as early as possible to make referrals or provide additional support.

Course tutors should hold Positive Behaviour Stage 1 meetings with the student to discuss their behaviour and agree an action plan to identify support and interventions that will promote positive behaviours.

If behaviour does not improve course tutors should escalate to a Positive Behaviour Stage 2 which is managed by the Curriculum Manager.

Curriculum Managers
The Curriculum Manager should regularly monitor and review the progress of all students in their area who are on a Positive Behaviour Stage 1 including any action plans.

If behaviour has not improved then the Curriculum Manager will hold a Stage 2 Inclusion meeting with the student and when appropriate the parent/carer. Further support and interventions will be agreed and included in an Action Plan on eTrackr with agreed timelines for monitoring of progress.

Personal Development Tutors
The Personal Development Tutor will support the student to access additional support, share any mitigating circumstances with relevant staff, monitor behaviour and liaise with the Course Tutor to agree support and monitor progress.

Heads of Faculty and/or Directors
Heads of Faculty and/or Directors should regularly monitor and review the progress of all students in their area who are on a Positive Behaviour Support Stage 2 including any action plans.

They will act as the Chair of the Positive Behaviour Intervention meeting. Ensure fair and consistent application of this policy in their curriculum.

	Security Staff Security staff will warmly welcome students, support all staff with risky, illegal, or physically challenging behaviour, work closely with the Student Engagement & Participation team to share information and understand triggers and barriers students may face. They will record any student incidents on eTrackr using a cause for concern notification. They are also able to use restraint where appropriate and conduct searches in line with college policy. **Student Engagement & Participation Team** Have a presence in social areas and support students to uphold college values and expectations. They will respond to on site behaviour incidents including: • De-escalation • Follow up support for student • Encouraging respect and positive behaviour and attitudes • Taking statements • Phone calls to parents/carers • Support for students during searches Student Engagement Officers will support students to manage their own behaviour, arrange mentoring if appropriate and make decisions in collaboration with curriculum teams as to next steps and possible interventions to support a student to improve poor behaviour. Act as an advocate for students in Positive Behaviour meetings. Offer ongoing 1:1 support to meet targets related to attendance, behaviour and commitment. Carry out restorative practice interventions. They will record any student incidents on eTrackr using a cause for concern notification (and CPOMS where appropriate). **Duty Managers** Duty Managers will be on rota to support Security Staff, Student Engagement and Participation Team with any serious incidents or where there are concurrent incidents. They will record any student incidents on eTrackr using a cause for concern notification. They will complete the Duty Manager Incident report and collect any statements then upload to the DM Teams folder. **Head of Student Engagement & Participation** Oversee student panel processes; quality assurance of the implementation of this policy and offer support and advice. Work collaboratively with Directors and HoFs as part of decision-making processes. Produce a monthly report to Deputy Principals on the issuing of suspensions and Stage 4 Positive Behaviour Intervention outcomes.

	Senior Leadership Team: All members of the Senior Leadership Team have the authority to suspend and exclude students. They will monitor and have oversite of all suspensions and exclusions.
Recording on eTrackr	**eTrackr - Cause for concern** All incidents of poor behaviour should be recorded on eTrackr using the cause for concern. This enables the course tutor to discuss the concern and gain a comprehensive overview of the student's behaviour and needs across the college, not just in the classes they teach. **eTrackr – Action Plan** An action plan should be set up by the Course Tutor or Curriculum Manager, to support a student to improve on the area of concern as part of a stage 1 or stage 2 Positive Behaviour meeting. This should be brief and written in accessible language. Action plans should be entered via the Action Plan tab and then via the Pastoral tab. They should include SMART targets and be reviewed with the student by the Course Tutor every 1-2 weeks with the end date for improvement set at between 4-6 (depending on student and situation).
Sending Home for a Cooling off period	After an incident it may be appropriate to send a student home if they feel unable to stay at college. In these instances, a student can be asked to leave site for a 'cooling off' period. Cooling-off should not normally be longer than part of a day with a return set for the student's next timetabled day at college. The student will be invited in the next morning to engage successfully in a restorative conversation if necessary Parents/ carers will be notified by the person authorising the cooling off period.
Suspension leading to a Positive Behaviour Intervention meeting stage 3 or 4	In some instances of alleged misconduct or for other valid reasons, it may be necessary to suspend a student. Suspension is a neutral act pending an investigation. Students can only be suspended with approval from a Director or member of the Senior Leadership Team. They will the be invited to a Positive Behaviour Intervention Stage 3 meeting unless the allegation or incident is deemed to be a serious act of gross misconduct, in this case they will be invited to a Positive Behaviour Stage 4 meeting. The Curriculum Administration Team should be notified of a suspension via eTrackr Cause for Concern. The suspension will be logged on eTrackr for the notification of relevant staff. The student badge will be blocked on the management information systems by Curriculum Admin. The Duty Manager or staff member sanctioning the suspension will notify the Parents/ carers of the suspension by phone and confirmed via letter. While suspended, the student should not return to the college. Except for the most complex and serious cases, the suspension should be for no longer than 5 days. Any suspension over 5 days should be highlighted to

	Deputy Principals for oversight. A suspended student will receive work to be completed at home during the suspension period. This will usually be provided by the curriculum team via email, Teams or the VLE.
Investigations	Where a student has been suspended pending an investigation, the appropriate Head of Faculty will become the investigating officer and will conduct a thorough investigation prior to any disciplinary meeting. The investigating officer can meet with witnesses, including those suggested by the student, as needed. The student is not allowed to attend meetings with the witnesses. After any meeting, the investigating officer will ask the student to confirm the notes taken are accurate. They will be summarised, not word-for-word. These notes may be used in disciplinary meetings or hearings.
Searches	The College has a separate Searches, Screening and Confiscation Policy.
Risk Assessments	To allow students with certain risk indicators to attend college a risk assessment will be completed if appropriate, in conjunction with the student, staff and other agencies if necessary, to ensure students and staff are supported and kept safe. Students who disclose a criminal conviction will have a meeting with the safeguarding team prior to enrolment to confirm that enrolment can go ahead or continue.
Police	The college reserves the right to involve the police if a student is to be found in breach of the law. The DSL or a member of the Senior Leadership Team should be consulted before the police are notified, unless the situation is an emergency in which case they should be informed as soon as possible. If the police are required to escort a student off the premises as a result of dangerous or threatening behaviour, the student is automatically suspended until the date of a disciplinary meeting. If the college makes the decision to request police intervention, a report of the incident will be placed on the student's eTrackr and/or CPOMs file.
Students with additional needs	Students with EHC plans in Supported and Inclusive Learning will follow the Student Positive Behaviour policy, interpreted by the Head of Faculty for Foundation Learning and School applied as appropriate to the student and to align with the SEND Code of Practice and local authority expectations. For students with EHC plans in other curriculum areas, the same policy applies but with extra steps. There is a separate Fitness to Study process for students who are experiencing challenges due to documented health or well-being concerns. If a breach of the code of conduct has occured as a result of documented health or well-being concern, a decision can be made by the relevant Head of School or Director and the Head of ALS whether to follow this policy or the Fitness to Study policy. Students can move between policies if considered appropriate (i.e., a Fitness to Study meeting can be followed by an inclusion/intervention meeting).

Intervention Support Stage 4 Panels – Roles & Responsibilities

Timeframe	All Positive Behaviour Intervention Stage 3 & 4 Panels should be arranged within 5 college working days and students and parents given 3 college days' notice. Parent/carers should be given the opportunity to request a reschedule if they are unable to attend. With authorisation from a Vice Principal after 10 college working days the Panel can take place in the absence of the parent or student. Outcomes will be communicated with the student and/or parent within 24 hours of the Panel taking place.
Attendees	Who should be present: • Student • Parent, carer. If the parent/carer has confirmed they are unavailable to attend, the meeting can be attended by a relative over the age of 18 who is identified on the system as a guardian • Legal representation is not permitted. • If the student is under 18 or has an EHCP and attends unaccompanied an appropriate member of Student Experience team or ALS team will be allocated to them. • Panel Chair Stage 3: Head of Faculty or in some cases a Director • Panel Chair Stage 4: Director or in some cases a Vice Principal • Investigation Officer: Usually Head of Faculty • Business Support Staff (e.g. Safeguarding, ALS, Student Engagement) if students have an EHCP, SEMH or are known to Safeguarding) •
Panel Meeting Preparation and Agenda	• Before the meeting, any associated statements or information (including CCTV where appropriate) will be sought by the Chair in advance. It is the Chair's decision as to their use in the hearing. • The panel will then withdraw to make its decision. It can recall either side to seek any points of clarification. The panel may choose to discuss the resolution directly with the student. • In making its decision the panel will work to the criterion of reasonable probability rather than the weight of the evidence required in a legal court (beyond all reasonable doubt). • The evidence for potential exclusion should be examined by the HoF, Director or VP and Head of Student Engagement & Participation, prior to agreeing to hold the Intervention Panel. •
Presentation of Findings	The Investigating Manager will present the investigation findings. The College must have a written record of the evidence upon which the investigation has been based. The main goal of the Panel meeting is to decide what actions are needed to resolve any concerns/issues and support the student's ongoing progress. The Panel will consider the following: ● The seriousness of the situation

	● The impact on students and staff ● The impact on the College reputation ● Any mitigating circumstances, including safeguarding, welfare and SEND information. ● Any further interventions or services that would support the student The Panel will have the opportunity to ask questions of staff and student.
Student response to the allegation	The student, with agreed assistance from their advocate(s), will have the opportunity to present their case, including any mitigating circumstances.
Decision	At the end of the hearing the panel lead will confirm with the student how they will be informed of the outcome. The decision may be given verbally or by email within 24 hours and followed up by a confirmation letter sent by email or post. If there's no evidence of misconduct after reviewing the case, no action will be taken. The student will be informed of this decision both verbally and in writing.
Recording of Outcome	The College must keep accurate records of all disciplinary sanctions. Where a sanction has been agreed, a record will be made on eTrackr. If a student is excluded, then a note should be placed on EBS.
Possible Sanctions at a Positive Behaviour Intervention Stage 4 Panel Meetings	A formal Stage 4 Positive Behaviour Intervention meeting may result in the following outcomes: ● Final written warning active for up to the end of an academic year ● Exclusion from Newham College o Permanent - not able to enrol in future years o Till the end of the academic year and student able to apply in future years with agreement by a VP to re-enrol
Appeals	**Appeals against Exclusions** If a student has been excluded from the College, they have the right to appeal. An appeal must be submitted in writing, clearly outlining the grounds for the appeal, which are: • Significant procedural errors that affected the fairness of the original disciplinary procedure • New evidence has emerged that would have significantly altered the outcome of the original hearing Appeals should be submitted to our Executive PA's by emailing appeals@newham.ac.uk within five working days after receiving the written decision. The appeal will be heard by a nominated Vice Principal or Deputy Principal who has not been involved in earlier stages of the disciplinary process.

	An appeal hearing will be scheduled within 10 working (term time) days after the appeal notice is received. The student will be informed of the decision at the appeal meeting or within 5 working days in writing. The decision of the Chair of the appeal meeting is final.

Intervention Procedure

The Intervention Support procedure should be the final tool used when facing behaviour that challenges. All efforts to support a student back to appropriate behaviour should be made before escalation to stages 3 and 4.

Procedure

1 Positive Behaviour Support Stage 1

Format: Conversation with student about their behaviour.

The conversation should focus on:

- Student code of conduct and expectations
- Positive and practical ways to improve the situation
- Support available if appropriate

Stage Owner: Course tutor or Personal Development Tutor.

Recording: Behaviour and action plan should then be recorded as a Cause for Concern and Intervention Stage updated on eTrackr.

Interventions: The course tutor to work with the student to understand the root cause of the behaviour and offer interventions to support required change. If there are multiple instances of challenging behaviour at a low level, the student should be referred to the Student Engagement team.

When does it reach Positive Behaviour Support Stage 2: After 3 instances of similar behaviour have been recorded and initial interventions have been unsuccessful.

Actions:

- Restorative conversation
- Action plan set up and monitored
- Referral to a Stage 2 meeting

2 Positive Behaviour Support Stage 2

Format: Meeting with student and parent/carer about their behaviour. Parents or carers of students who are under 19 should be (or those with an EHCP) should attend.

The meeting should focus on:

- Student code of conduct and expectations
- Positive and practical ways to improve the situation
- Referral for additional support if appropriate
- Explanation of next steps if behaviour doesn't improve

Stage Owner: Curriculum Manager.

Recording: Behaviour and action plan should then be recorded as a Cause for Concern and Intervention Stage updated on eTrackr.

Interventions: An action plan should be drawn up and agreed with student and parents/carer. Continuing support should be in place where appropriate alongside any other interventions that are agreed.

When does it reach a Positive Support Intervention Stage 3: Where a student doesn't meet the expectations of the action plan and behaviours continue and when all other interventions have been exhausted.

Possible Outcomes:

- Restorative conversation
- Action plan set up and monitored
- Referral to a stage 3 meeting

3

Positive Behaviour Intervention Stage 3

Format: Meeting with the Head of Faculty and student and parents/carers for those under 19 or with an EHCP.

The meeting should focus on:

- Discussion relating to previous behaviour concerns outlining why and how a Positive Behaviour Intervention Stage 3 meeting has been reached
- Outline of interventions in place
- Discussions on the impact of the behaviour
- Review of further support needed to meet college behaviour expectations
- Agree and record actions and targets

Stage Owner: Head of Faculty or Director

Recording: Behaviour recorded on eTrackr alongside the actions and notes from the meeting and Intervention Stage updated.

Interventions: Agreed action plan for student to follow to improve behaviour. Continuing support should be in place where appropriate alongside any other interventions that are agreed.

Possible Outcomes:

- Action plan set up
- Return to college following a suspension
- Support plan or risk assessment completed and agreed if necessary
- Final written warning active until the end of the academic year
- If behaviour does not improve a recommendation to hold a Positive Behaviour Intervention Stage 4 meeting with Director or Vice Principal

4 Positive Behaviour Intervention Stage 4

Format: Meeting with the Director or Vice Principal and student and parents/carers for those under 19 or with an EHCP.

A Positive Behaviour Intervention Stage 4 meeting will be held

when behaviour does not improve following Intervention Support at Stage 3

or

following a serious act of gross misconduct such as (but not limited to):

- Possession of a weapon
- Violence that is deemed to cause serious harm
- Theft or damage of college property
- Supply of illegal drugs while on the college premises
- Behaviour which constitutes harassment, including peer on peer abuse and sexual harassment, bullying, discrimination, racially or sexually offensive, hate attack or which is offensive to those within the protected characteristics
- Acts resulting in substantiated safeguarding concerns or promoting extremist views
- Interference with software or data belonging to or used by the college

Stage Owner: Director or Vice Principal

A Positive Behaviour Intervention Stage 4 meeting should be the very last resort for managing behaviour that challenges. A wide range of interventions should be applied and tried before reaching this stage unless serious misconduct of the types listed above have been committed.

Recording: Behaviour recorded on eTrackr alongside the actions and notes from the meeting and Intervention Stage updated

Possible Outcomes:

- Return to college following a suspension
- Support plan or risk assessment completed and agreed if necessary
- Final written warning active until the end of the academic year
- Exclusion from college – either until the end of the academic year or permanently

Appendix 1 - Guidance for Staff

Alcohol and Drugs	Students are not allowed to bring alcohol, drugs (unless prescribed), illegal substances, or potentially misused substances to college or to any college-related activities on or offsite, Any such items found should be confiscated and cross referenced with the Searches, Screening and Confiscation Policy before being disposed of. Students suspected of dealing or supplying drugs will typically be suspended immediately pending an investigation. Students must not be under the influence of drugs or alcohol at college. In any such situations the Safeguarding Team should be contacted in the first instance.
Bullying and Harassment	The College has a separate Peer on Peer and Sexual Harassment Policy. (PPSH) Bullying and harassment are forms of abuse, and it's important for staff to recognise that both victims and perpetrators might need specific support. While it is vital to provide personalised support to victims, it's also possible that the perpetrator themselves are a victim and could be reacting to their own experiences of abuse or malicious accusation. The College takes bullying and harassment seriously and has a zero-tolerance policy which applies not only to protected characteristics but also factors including poverty, body image, or ability. This includes cyberbullying, which can occur both inside and outside of college. Some forms of bullying you might encounter include: • Homophobic – Abuse due to a person's sexual orientation or perception of this) and transphobic bullying (abuse of trans identifying people or those questioning their gender). • Gender – bullying because of someone's gender or sex, or use of misogynistic behaviour or language (including transgender, non-binary, gender fluid or any other gender). • Racism or bullying because of language, cultural or religious differences. • Discrimination based on ability or neurodiversity. • Engaging in harmful sexual behaviour or inappropriate sexual behaviour, including peer-on-peer abuse. All reports of bullying and harassment should be fully investigated by the Head of Faculty or a colleague identified by them, and appropriate actions taken. Bullying or harassment of any kind must never be ignored.
Fighting or threatening behaviour	Students who display threatening or intimidating behaviour towards others—whether it's towards students, staff, visitors, or the public, and whether on college premises, during transport to and from college, or off campus—will typically be suspended while an investigation takes place.
Weapons	It is an offence to carry a knife or offensive weapon. Security, the safeguarding team, and appropriate management should be informed immediately. It is the responsibility of all staff to keep themselves and

	students safe. If necessary, staff should clear the immediate area. In the case of immediate danger, call 999. The student would typically be suspended pending investigation or go straight to a stage 4 disciplinary hearing.
Peer on Peer / Child on Child Abuse, sexual harassment, and online abuse	The College has a separate Peer on Peer and Sexual Harassment Policy. Staff are required to understand the procedures to minimise the risk of peer-on-peer abuse and know how to respond to allegations and should refer to the Safeguarding Policy and Procedure for more guidance. All staff are requested to be vigilant around issues associated with sexual violence and sexual harassment. All staff should now assume that sexual harassment and online sexual abuse is happening, whether it is reported or not. Staff are required to be proactive in promoting topics in tutorial and within the wider curriculum and be vigilant in monitoring and responding to any concerns by referring to the Designated Safeguarding Lead (DSL).
Swearing and abusive language	Respectful communication is crucial for building positive relationships. If staff hear swearing or abusive language in shared areas, including classrooms, they should address it respectfully, using restorative methods. If a student reacts aggressively, staff should follow the relevant steps outlined in this policy at stage 1 and 2.
Unhealthy Relationships	Staff should watch for signs of students forming unhealthy relationships that could lead to sexual exploitation or peer-on-peer abuse. They should respond promptly, which might involve providing training and support, reporting to the College Safeguarding team, or following the relevant steps of this policy.
Damage to property	A student purposefully damaging College property or having disregard to the building, fixtures and fitting will usually be suspended pending investigation. They may be charged for the cost of any damage they incur.

NEWHAM COLLEGE LONDON

Student Code of Conduct

Students are expected to:

- Treat all members of the college community with respect and consideration
- Wear the college ID and lanyard around your neck when on site
- Dress appropriately for college
- Use acceptable language and not swear
- Smoke or vape in the designated areas
- Behave in accordance with college policies, procedures, and the law
- Treat college property and facilities with respect
- Follow all college health and safety rules
- Follow the IT acceptable use policy
- Attend and be on time for all classes
- Follow the Ready to Succeed standards
- Act as an ambassador for the college by behaving considerately and respectfully towards others both in college and outside college
- Uphold a positive image of the college and avoid actions that harm its reputation
- Abide by all the terms of this agreement