

# SIXTH FORM BEHAVIOUR POLICY



### Document Control

<b>Title:</b>	Student Behaviour Policy
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<b>Approved by:</b>	Jamie Davies
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<b>Annual Agreement:</b>	Yes

### Review

Date:	Version:	Author:	Revisions:
17/09/2021	2021.1	DMc	Initial version for 2021
21/10/2021	2021.2	JDa	Revisions to processes and definitions. Addition of information around searching, alcohol and drugs.
04/01/2022	2021.3	JDa	Revisions to reflect changes to the Behaviour Management Processes introduced in January 2022.

## **Mission and Principles**

Our mission at Longley Park Sixth Form is to ensure that young people in the North of Sheffield and surrounding areas enjoy access to excellent post-16 education. To support our mission we set out four main principles:

- Respect for one another
- Tolerance towards one another
- Empathy for others
- Kindness

Our mission and underpinning principles are used to create a culture focused upon quality and pride, supporting our students to achieve their best and to confidently progress to the next stages of their lives.

## **Aim**

This Sixth Form behaviour policy is designed to encourage all students to conduct themselves in ways which will enable them and others to enjoy their time at Longley Park, learn, achieve and progress.

## **Objectives**

- To ensure all students know and understand what the Sixth Form expects of them
- To help all students meet Sixth Form expectations
- To provide staff with clear guidelines in supporting students to consistently meet Sixth Form expectations
- To provide a transparent, workable and realistic framework for the consistent management of all behaviour-related issues.
- To support the re-engagement of students who have not met Sixth Form expectations

## **Approach**

- The Sixth Form's Behaviour Policy reflects a partnership between all members of the Sixth Form.
- The Sixth Form's Behaviour Policy is positive in nature and seeks to be preventative rather than punitive in approach and to maximise re-engagement
- The Sixth Form will seek to use restorative practice as appropriate
- All staff are expected to use the policy in their support and management of student behaviour
- Integral to the behaviour policy is a system of commendation and concern points which are attributed to specific behaviours. Points are either automatically reported by Cedar or added by Sixth Form staff to inform next steps.



## SECTION 1

### SIXTH FORM EXPECTATIONS

Students are expected to conduct themselves positively and achieve the following expectations:

#### 1. The LP Basics

- I will attend all my lessons and arrive on time
- I will wear my ID badge to ensure the safety and securing of our building and our community
- I will prepare for lessons in advance and arrive ready to learn
- I will keep my course file organised and up to date as a reflection of my progress

#### 2. Respect for the community

- I will treat all members of the Sixth Form community with respect and courtesy.
- I will demonstrate tolerance and respect to all people regardless of their faith, race, culture, sexuality or gender.
- I will treat our environment with respect

#### 3. Ownership of learning

- I will commit the time and effort required to enable me to achieve.
- I will extend my learning beyond the classroom.
- I am responsible for my own learning

#### 4. Attitude

- I will respect the right of all students to learn and all teachers to teach.
- I am accountable for my behaviour and actions
- I will work positively with our community

These expectations are incorporated into the learning agreement which all students sign at induction. The learning agreement also sets out the Sixth Form's commitment to students as shown below:

- A secure environment where everyone feels safe
- A commitment to fairness, equality of opportunity and respect of all members of the Sixth Form community
- Clear processes for listening to student views, handling complaints and addressing any problems we may have in delivering these commitments
- A partnership with parents/carers to ensure that we can all work together to deliver success to students

#### Attendance and Punctuality

The Sixth Form expects students to attend every lesson on time. Staff must complete registers in a timely and accurate manner to ensure our attendance systems are effective in supporting student learning. Teaching staff will take a register during each session. Teachers should note that details of some absences may already have been entered centrally and these should not be overwritten.

Lateness should be acknowledged and recorded as a number of minutes late. Appropriate support should be put in place for students with persistent poor punctuality. If attendance and punctuality is affecting achievement and progress and/ or there are clear patterns of absence/ lateness, parents/carers should be contacted,

#### Meeting of Work Deadlines

Students are expected to complete and submit all work to set deadlines. In cases of students not submitting work to a set deadline, subject teachers should discuss the incident with the student; these discussions should be recorded on Cedar with clear targets for improvement. Where there are extenuating circumstances,



alternative arrangements for submitting the work need to be agreed. Subject teachers should liaise with their Curriculum Lead, if late or non-submission is repeated and appropriate support put in place.

### **Work Completed to Expected Standard**

Students are expected to complete and submit work to the expected standard. Subject teachers need to discuss the reasons for students not meeting the expected standard of work and support provision put in place. Discussion with Curriculum Leads and with parents and / or carers should also take place if submitted work continues to be below the expected standard. Students must attend identified support activity provided.

### **Co-operation with staff**

Students are expected to cooperate with staff instructions. Staff should have a quiet, and if appropriate, private conversation with a student behaving in an unacceptable way. They should discuss with the student the reason for them behaving in the way they are and agree any changes in task/activity/situation as necessary in order for the student to meet College expectations. If the behaviour is occurring in class, the conversation may take place during or after the lesson and the student should remain in the class.

### **ID Lanyards**

The purpose of the ID card is a means of personal identification as a student of the Sixth Form and also to serve as eligibility to use our services and the Library. Students are issued with an ID card at the beginning of their studies, usually at enrolment, and the information on the card is extracted from the student record system. The student ID card remains the property of Longley Park Sixth Form and must be returned on completion of studies or withdrawal. Suspended students will be asked to hand in their ID lanyard until the investigation has completed.

All students are always required to wear their student ID whilst onsite and for it to be visible. A student may be asked to present their ID card as proof of identity by a member of staff. Teachers and Tutors will check their students' ID badge at every lesson, those without their ID will have to collect a temporary ID from the ILC to be on site. Records of instances of forgotten lanyards will be kept and will feed into our disciplinary processes for repeat offenders.

Student should not allow anyone else to use their student ID card or disciplinary procedures will be imposed. This is considered serious misconduct.

If an ID card is lost, damaged or stolen it is the responsibility of the student to notify the sixth form. Lost cards are to be handed in to reception where we will arrange return to the card holder. To cover administration costs a fee of £5 is charged to replace lost or damaged cards.

The Sixth Form will regularly review the pictures that are on lanyards and it is an expectation that you engage in the process of updating your image for the safeguarding of the site.



## SECTION 2

### ANTI-BULLYING, PEER-TO-PEER ABUSE

#### **Anti-Bullying (refer to the anti-bullying and harassment policy)**

##### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

##### **Allegations of bullying**

Any allegations of bullying will be seriously considered and fully investigated. The investigation will be conducted and recorded by a member of the Extended Leadership Team. If the allegation of bullying is supported by appropriate evidence further disciplinary action will be taken.

#### **Peer to Peer Abuse (refer to the Trust peer to peer Abuse policy)**

##### **What is peer to peer abuse?**

Children and young people may be harmful to one another in several ways which would be classified as peer-on-peer abuse.

All staff should be aware that children and young people can abuse other children and young people (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Racial abuse in
- Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse.
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery); and Initiation/hazing type violence and rituals

##### **Allegations of Peer-To-Peer Abuse**

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Any allegations of peer-to-peer abuse will be seriously considered and recorded by a member of the Extended Leadership Team. If the allegation of peer-to-peer abuse is supported by appropriate evidence further disciplinary action will be taken. We will contact and work with the Police, Social Care and other agencies as necessary.



### SECTION 3

#### LONGLEY PARK SIXTH FORM COMMENDATION PROCESSES

##### COMMENDATIONS: Praise, Celebrate, Support

At Longley Park Sixth Form the commendation process is an integral part of our positive approach to conduct and behaviour management. We are committed to celebrating, praising and supporting students' achievements and successes. Sixth Form staff will ensure students are provided with ongoing support, personalised to them and provide positive feedback and encouragement on a regular basis. In addition, the Sixth Form follows a more formal commendation system to fully recognise positive conduct and behaviour.

Commendations will be awarded when students demonstrate the core values of positive achievement and positive behaviour and attitude.

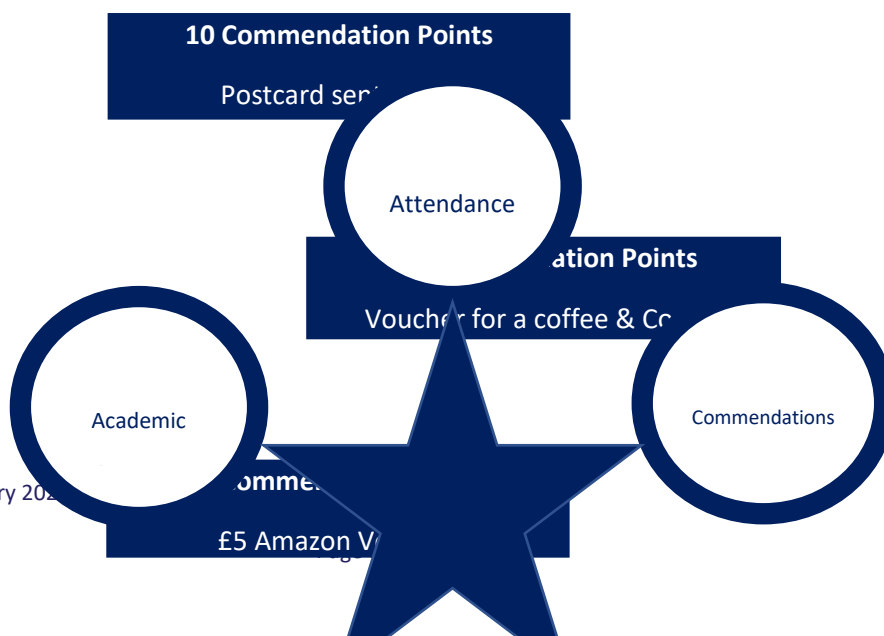
- Exceeding MTG
- Completing additional Independent work
- Achieving above expected in PIs
- 100% attendance (weekly)
- 100% punctuality (weekly)
- Contributing to the Sixth Form
- Contributing to the community
- Taking positive steps for your future
- Seeking out additional opportunities
- Encouraging and supporting others
- Participation in enrichment activities

Commendations will be recorded on Cedar in two ways:

- Automatically for attendance/ punctuality/ Positive RAG points
- By Sixth Form Staff through the pastoral log.

The running total of commendations will be monitored by the Achievement Team and as students accumulate commendation points, they will be rewarded in the following way:

At the end of each term there will be an assembly dedicated to celebrating achievement and success. Students will also receive a nomination for the end of year awards ceremony. Students can win awards for the following:



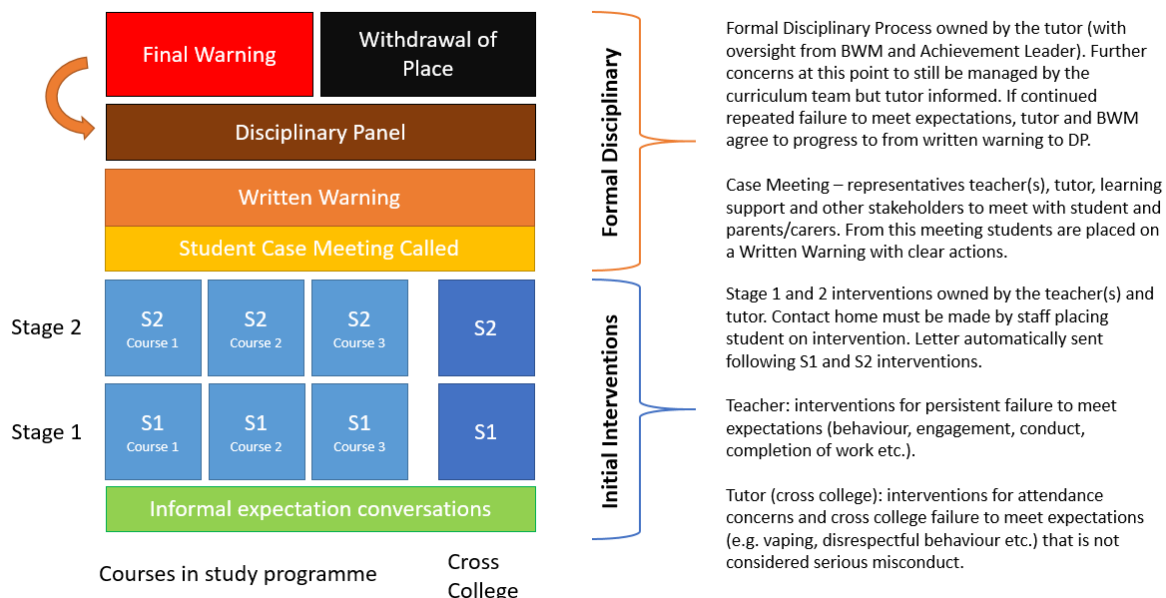






## SECTION 4

### LONGLEY PARK SIXTH FORM CONCERN INTERVENTION PROCEDURES



Learning support and/or safeguarding and wellbeing needs of a student will be considered at all stages of the disciplinary process.

#### Initial Interventions following Concerns

Teachers with support from their curriculum lead are responsible for managing low level disruption in the classroom, students meeting work deadlines and completing work to the expected standards.

Teachers and/or academic tutors should have a conversation with students as soon as they have a concern about their behaviour about student expectations. If the behaviour continues, a meeting with the student should take place to discuss the concern. The meeting should be reported in the pastoral log in cedar under 'learner meeting' detailing the conversation and any targets at this informal expectation conversation stage

#### Stage 1 and Stage 2 Interventions

If students continue to fail to meet our expectations, the teacher (or representative) or tutor will place the students on a intervention. This is a formal stage in our disciplinary process whereby students will be told why the Stage 1/2 intervention is being put in place and what changes need to be seen. Stage 1 and 2 interventions are owned by the teacher(s) and tutor.

Contact home must be made by the member of staff placing student on intervention and a short discussion about the reason for the intervention and the consequences of no further changes. A letter will be automatically sent following S1 and S2 interventions by the support team.



### Written Warning

Should student behaviour continue to fail to meet our expectations in one area or across the study programme following a Stage 2 intervention, a case meeting will be called by the Academic Tutor. Representatives from curriculum, pastoral and tutorial will be present with student and parent/carer. This is the first stage of the Formal Disciplinary Process.

Failure to attend a Case Meeting will result in a second being arranged within 5 working days. Failure to attend the second arranged meeting will result in the meeting being completed in the student's absence. Should the student arrive without parents/carer representation, an advocate will be provided from the Sixth Form staff. If parents/carers are unable to attend, a letter will be posted home informing them that their son/daughter attended a case meeting and what the outcomes were.

The meeting should be focused on getting the student to reflect on why they are not meeting the Sixth Form expectations and what changes in their behaviour might help them to meet them. These changes should form the basis for an amended strategy for re-engagement. The strategy should include targets. All meetings and agreed actions should be recorded in Cedar under contracts as a Written Warning. It will be made clear at this point that continued failure to meet our expectations will lead to a Disciplinary Panel and can result in withdrawal of place.

### Disciplinary Panel

A disciplinary panel will be called either as a result of serious misconduct, the terms of a written warning being broken or continuing concerns about engagement or attendance following a written warning. In exceptional cases, where the student has failed or is likely to fail the course they will be withdrawn. Reasons for failing the course include plagiarism, failed or non-submission of mandatory assignment(s).

Unless there are exceptional circumstances, even in the case of students being over 18, parents/carers must be invited to the meeting. Parents/carers will be offered alternative dates and times for meetings to increase their opportunity to attend.

The disciplinary panel is an opportunity for the Sixth Form to present its concerns and for the student (and/or representatives) to present any mitigating circumstances. A member of leadership team will consider all factors prior to deciding the outcome. The hearing will follow a set structure, please see appendix 3. The potential outcomes of a Disciplinary Panel are:

- A final warning may be issued (if one is not already in place at this stage)
- No further sanctions imposed at this stage (due to mitigating circumstances) *Further conditions may be required if the above outcomes are appropriate.*
- Exclusion from the Sixth Form (We accept no liability for consequential losses). In the instance of exclusion, a student has the right to appeal against the outcome.

The chair of the disciplinary panel will inform the student and parent/carer of the outcome of the panel by phone as soon as possible. Formal confirmation of the outcome will be by letter no later than 5 working days after the panel. Details of the outcome will be recorded in Cedar.

Failure to attend an arranged Disciplinary Panel will result in a second Panel being arranged within 5 working days. Failure to attend the second arranged meeting will result in the Disciplinary Panel being completed in



your absence. Should the student arrive without parents/carer representation, an advocate will be provided from the Sixth Form staff.

If the outcome of the panel is for the student to remain at the Sixth Form subject to meeting the targets of a student contract, a review should take place and an agreed period after the meeting. At review, if the targets have not been met or the terms of the contract have not been upheld by the student, a member of the leadership team, will convene a discussion with the student to inform them that due to a failure to meet these conditions, they are having their place withdrawn. Following this, parents and carers should also be informed.

### **Sustained Failure to Attend the Sixth Form**

Should any student fail to attend the college for more than 4 weeks (28 days), they will be automatically withdrawn. The Sixth Form does not distinguish between authorised and unauthorised absence in relation to this. Normal attempts will be made to contact students and parents/carers throughout this time. The Sixth Form accept no liability for consequential losses in this situation. This does not apply to students who are part of the fitness to study process.

There is no right to appeal for withdrawal for due to absence over 28 days. Students do have a right to complain to the Educational and Skills Funding Agency, which will be set out in the letter informing all parties of their decision.

### **Enrolment Contracts**

In situations where a student's behaviour or conduct has fallen below our expectations in one year, an enrolment contract will be issued between years of continuous study. This contract will stipulate clear targets and review periods for continuation at the Sixth Form. Should these not be fulfilled, a case meeting will be called to review the progress. This panel may decide any of the following:

- A final contract may be issued (if one is not already in place at this stage)
- No further sanctions imposed at this stage (due to mitigating circumstances) *Further conditions may be required if the above outcomes are appropriate.*
- Exclusion from the Sixth Form (We accept no liability for consequential losses). In the instance of expulsion, a student has the right to appeal against the outcome

Should withdrawal of place be an outcome, the student will be entitled to appeal to the Principal, in writing, within 5 working days of receiving the letter informing them of their withdrawal. The appeals process will then be followed, as detailed below.

### **Unacceptable Behaviour or Serious Misconduct**

Suspected offences of a serious nature (serious misconduct) will likely result in a fixed term exclusion and will result in a disciplinary hearing being called. Any fixed term exclusion is imposed to protect all parties and should not be seen as an assumption of guilt.

The fixed term exclusion will be with immediate effect pending an investigation. Such an exclusion is not itself a disciplinary action and will only be taken when it is needed to protect students, staff or Sixth Form property. Fixed term exclusion should not normally exceed 5 working days. In exceptional circumstances, the duration of the suspension may be increased at the discretion of the Principal. All fixed term exclusion will be recorded on Cedar.



Only the Principal or a member of the Leadership Team formally deputising for the Principal will have the authority to issue a fixed term exclusion. In the event of the Leadership Team not being in College, an AL/CL or a member of the Primary Safeguarding Team, in liaison with the former, will assume this authority.

If such action is taken, the Principal or member of staff acting with the Principal's authority must contact home to inform parents/carers of the fixed term exclusion. The investigation will be carried out by a manager nominated by the Principal and may involve interviews with other witnesses including students and staff.

The Sixth Form makes use of CCTV to protect our staff and students. Evidence from CCTV can and will be used as part of the investigations of serious misconduct or other issues when it is deemed appropriate.

Serious Misconduct includes:

- violent, dangerous or intimidating conduct
- violation of the Sixth Form's rules and procedures concerning health and safety
- sexual, racial or other harassment of another student, member of staff or visitor
- abusive or threatening behaviour towards another student or member of staff
- theft or unauthorised possession of any property or facilities belonging to a student, the Sixth Form, or any employee of the Sixth Form
- damage deliberately carried out on Sixth Form property
- refusal to carry out reasonable instructions of a member of staff or to comply with Sixth Form rules
- use of or possession/dealing in illegal drugs
- incapability as a result of being intoxicated by reason of alcohol, illegal drugs or legal highs
- alleged commission of a criminal offence
- plagiarism or exam malpractice
- sharing your own or being in possession of another students' ID card for the purpose of impersonation
- making vexatious allegations about staff and/or students
- being in possession of any item which has been identified by the DfE as an item which may be searched for, including; knives or weapons, alcohol, illegal drugs (or related paraphernalia), stolen items, fireworks and pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence
- bringing the sixth form into disrepute or causing reputational damage due to negative behaviour while on site, on Sixth Form sponsored activities, or while clearly identified as a Longley Park student in the community.

The above examples are not exhaustive or exclusive and offences of a similar nature will be dealt with under this procedure. These behaviours will be on the Sixth Form site or during the normal Sixth Form day when engaged in college activities (including for the duration of external trips/visits).

Depending on the outcome of the investigation a Disciplinary Panel meeting may be arranged as outlined above. The Panel has the authority to take appropriate disciplinary action up to permanent exclusion of the student from Sixth Form.

### **Appeals**

If the student or the parents/carers have serious concerns regarding the conduct and or process of the Disciplinary Panel they have the right of appeal. If the student wish to appeal they should write to the Principal setting out the reasons for the appeal within 7 working days of receipt of the letter from the Disciplinary Panel.

An Appeal Panel will normally be held within 10 working days of receipt of the request. The student will be informed in writing of the date, time and place of the appeal hearing and the reasons for his/her exclusion. If



the student requests extra time to prepare his/her case, the hearing may be put back for a period not longer than 5 working days. The Sixth Form will endeavor to accommodate special requests e.g. religious festivals. The Appeals Panel will consist of at least one member of the Academy Advisory Council, who is not an employee or student of the Trust, who will chair the Panel; a senior member of the College's staff and a third member who may be another member of the Academy Advisory Council as above or an independent person invited by the Chair. None of the members of the Appeals Panel will have had any previous involvement in the issues being examined so that they can give a fresh and independent view.

The Appeals Panel will operate following the same process and guidelines set out above for the Disciplinary Panel. The Appeals Panel can confirm the outcome of the original Disciplinary Panel, require the Disciplinary Panel to be rerun with alternative staff hearing it, or it can reduce or remove disciplinary action as it sees fit.

The Appeals Panel is the final action available within the Sixth Form's processes. If the student or parents/carers feel that the disciplinary process has not been properly or fairly operated, they have a right to complain to the Educational and Skills Funding Agency, which will be set out in the letter informing all parties of their decision.



### **Alcohol and Drugs**

As an educational institution the Sixth Form is required to increase knowledge and understanding in all fields, including health and the dangers of addictive substances. It also has a duty to its staff and students to ensure that they can work in a safe and healthy environment.

We strongly discourage the use of any substances that are classified as illegal and/or have the potential to damage the individual's health or welfare (this includes 'legal highs or 'unregulated drugs'). There is no place for such substances within our community or during Sixth Form activities.

Members of Sixth Form are expected to be free of the influence of alcohol or any other non-prescribed drug during their Sixth Form day (including for the duration of external trips/visits).

Any member of the Sixth Form thought to be using, dealing in, or in possession of illegal drugs (or unregulated drugs) on the Sixth Form site or during the normal Sixth Form day when engaged in college activities (including for the duration of external trips/visits) will be suspended pending an investigation. They may, as a result lose their place. Police will be informed as necessary.

### **Searching with or without consent**

Should the Principal or any member of the leadership team with the delegated permission of the Principal suspect that a student is in possession of an illegal substance or weapon, we have the right to search and confiscate. This includes any item banned by the Sixth Form rules, or which has been identified by the DfE as an item which may be searched for, including; knives or weapons, alcohol, illegal drugs and stolen items, fireworks and pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.

Sixth Form staff can search a student for any item listed above with or without consent. If a member of staff suspects a student has a banned item (including drugs/alcohol) in his/her possession, they can instruct the student to turn out his or her pockets or bag.

The requirement is that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness, then the teachers wishing to conduct a search must do so.

Full Department for Education Guidance on Searching, screening and confiscation can be found here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

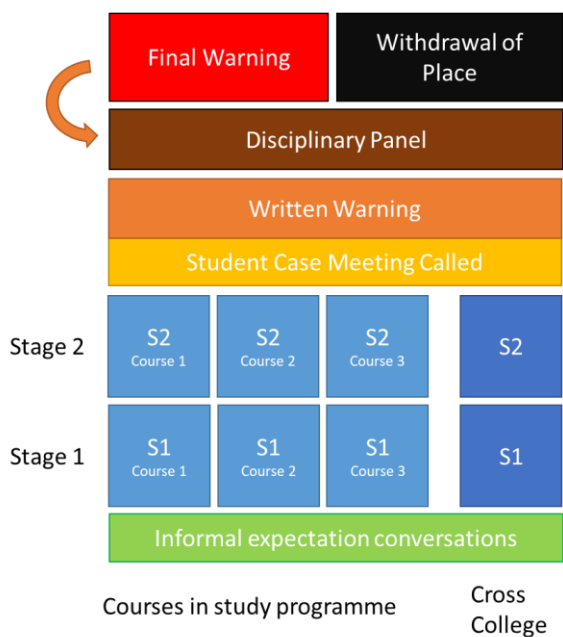


**Related Policies and Procedures**

- Admissions Policy
- Student Disciplinary Process Summary
- Enrolment Guidance
- Cedar Guidance
- Staff Handbook
- Student Learning Agreement
- Safeguarding Policy
- Anti-Bullying Policy
- Peer-To-Peer Abuse Policy



### Appendix 1: Behaviour Management Process



**Formal Disciplinary**

Formal Disciplinary Process owned by the tutor (with oversight from BWM and Achievement Leader). Further concerns at this point to still be managed by the curriculum team but tutor informed. If continued repeated failure to meet expectations, tutor and BWM agree to progress to from written warning to DP.

Case Meeting – representatives teacher(s), tutor, learning support and other stakeholders to meet with student and parents/carers. From this meeting students are placed on a Written Warning with clear actions.

**Initial Interventions**

Stage 1 and 2 interventions owned by the teacher(s) and tutor. Contact home must be made by staff placing student on intervention. Letter automatically sent following S1 and S2 interventions.

Teacher: interventions for persistent failure to meet expectations (behaviour, engagement, conduct, completion of work etc.).

Tutor (cross college): interventions for attendance concerns and cross college failure to meet expectations (e.g. vaping, disrespectful behaviour etc.) that is not considered serious misconduct.





**Appendix 2: Fixed term exclusion Checklist**

Activity	Checked
Member of staff who has taken the student(s) away from the incident, talks to them and give them time to calm down	
This member of staff writes the name, student number and other relevant details about the incident from the student	
The most senior member of staff/BWM present takes the lead on the incident (Investigating Officer, IO)	
Before the student is sent home, the IO must contact home by phone informing parent/carers their son or daughter has been suspended pending investigation.	
IO update Cedar – details of fixed exclusion and contact made with home	
Following the phone call, the ILO must email the student and parent/carer confirming the fixed term exclusion. (see PDF template attachment).	
Letter posted home & upload into Cedar - admin	
IO notifies relevant staff that the student has been suspended and work should be supplied to them to cover a 5-day period	
IO and another member of ELT investigate the incident <ul style="list-style-type: none"> <li>- statement of all staff who witnessed the incident and/or spoke to the students involved</li> </ul>	
Gather additional information (verbal, written, CCTV, video) from all parties involved including student witnesses to the incident	
<p>ILO having gathered sufficient evidence related to the incident decides upon the outcome of the investigation</p> <p><i>Student is required to attend a meeting where the incident will be discussed but no formal disciplinary action will be taken</i></p> <p><i>Student is required to attend a meeting as part of the formal disciplinary process</i></p>	
IO informs the Principal of the outcome of their investigation.	
If it is decided a disciplinary meeting should take place – the IO contacts the student and family by phone and informs them they are required to attend a disciplinary meeting and confirms by email.	



### Appendix 3: Disciplinary Hearing Agenda

<b>Item</b>	<b>Lead</b>
Purpose of the meeting and possible outcomes	Chair
Introductions	Chair
EHCP / LAC / Safeguarding Issues	Chair
Case presented on behalf of Longley Park Sixth Form	Investigating Officer
Questions on point of fact	Student and/or representatives
Mitigation and other points of value	Student and/or representatives
Closing comments and summary on behalf of Longley Park Sixth Form	Investigating Officer
Closing comments and summary on behalf of student	Student and/or representatives
Next steps and outcome reporting	Chair



#### Appendix 4: Appeals Panel Agenda

<b>Item</b>	<b>Lead</b>
Purpose of the meeting and possible outcomes	Chair
Introductions	Chair
EHCP / LAC / Safeguarding Issues	Chair
Case presented on behalf of Longley Park Sixth Form	Chair of Original DP
Questions on point of fact	Student and/or representatives
Mitigation and other points of value	Student and/or representatives
Closing comments and summary on behalf of Longley Park Sixth Form	Chair of Original DP
Closing comments and summary on behalf of student	Student and/or representatives
Next steps and outcome reporting	Chair