



Student Attendance and Behaviour Policy

Responsibility of:
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Review Cycle:

Assistant Principal: Achievement and Support
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Every 3 years

Introduction

The Trust and its colleges are committed to establishing and maintaining excellent working relationships between staff and students and is fully committed to giving support, advice and guidance to assist students in developing their conduct and behaviour.

If you have a query/complaint regarding this policy please see contact details for staff at New College Pontefract and New College Doncaster

New College Pontefract

Queries - Please contact Jo Holden Assistant Principal Tel No: 01977 802719 Email: joanne.holden@nclt.ac.uk

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685 Email: lauren.walker@nclt.ac.uk

New College Doncaster

Queries – Please Contact Sally Small, Senior Progress Tutor Tel No: 01302 976777 Email: sally.small@nclt.ac.uk

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685 Email: lauren.walker@nclt.ac.uk

Scope and Purpose

This policy outlines the procedure for responding unacceptable behaviour and gross misconduct. This information will also be available on the college website. Student misconduct refers to unacceptable behaviour that adversely affects teaching and learning, recreational activities or the individual rights of other members of the college community. Gross misconduct refers to serious unacceptable behaviour and includes the behaviour set out further in this policy.

The policy is a guide to individual/collegiate responsibilities and sanctions that can be employed when endeavouring to make a behaviour change in a student. **Student behaviour, be it conduct, emotional or learning, has a significant impact on attainment as well as the ethos within the college.** As each student is individual and has a unique set of personal circumstances which may impact on behaviour and therefore their learning, this policy is not structured in a prescriptive manner. The attempt to support students in their behaviour to make a positive change is central to this policy document and it should be recognised that it can be a gradual process beginning with engagement and effective/consistent monitoring with regular feedback emphasising the positive steps taken and developing strategies for improvement owned by the student. As part of this process, lessons need to be engaging, structured and explicitly linked to students' needs, as outlined in the college Teaching and Learning and Assessment Policy.

Within the Trust and its colleges all members of staff are accountable for challenging unacceptable behaviour. It is essential that we have high expectations and are consistent in the behaviour we accept on the college site and in lessons. It is important to build a relationship based upon respect and support and, for this reason, it is important to support our students in a professional manner and ensure that the relations we build with them are non-threatening and supportive.

The emphasis should be on trust and encouragement in preference to the employment of disciplinary measures. However, when it is clear that a student, despite being given

encouragement and warnings by staff, is damaging his/her own prospect of success and that of other students, the procedures outlined below should be followed.

The procedures outlined do not prevent the use of alternative approaches when, in the professional opinion of the staff member, individual circumstances require a different approach. No student would normally ever be asked to leave college unless clear written warnings/advice have been issued (and recorded) to the student and their parent/carer, although there may be exceptional circumstances such as examples of gross misconduct where a student is excluded immediately either temporarily or permanently.

Behaviour Procedure

The following sections outline individual/collegiate roles and the sanctions that could be employed in support of a student's behaviour.

All College Staff – Positive Behaviour

One of the most effective techniques to reduce behaviour problems is the use of positive support. The initial mechanism used to develop good conduct should be the building of professional relationships with students and the use of praise for behaviour that we wish to see replicated, rather than using criticism of behaviour we wish to prevent. Opportunities should be used to positively affirm the styles of behaviour we see modelled by students within college: thank students for their contributions; punctuality; meeting deadlines and improvements in the above by individual students. It should also be recognised that academic and support staff act as role models to students and should therefore present appropriate behaviour at all times during the working day.

The Board of Directors, Chief Executive, Principals and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the students are listened to and appropriately addressed.

Low Level Behaviour Concerns

The use of informal strategies can be highly successful in challenging less serious breaches of acceptable behaviour. Examples of behaviour that we would classify as low level:

- Failure to hand in a homework or complete a task.
- The non-permitted use of mobile phones/iPods and other personal technologies within lessons/ unless otherwise instructed by teaching staff.
- Initial instances of non-attendance, missed work (very infrequent), non-attendance at workshops/agreed catch up sessions, matters surrounding punctuality.
- Use of inappropriate language (not directed at staff.)
- Littering the college site/immediate environment.
- Student not bringing essential equipment to lessons.
- Loud, unruly and unsociable behaviour whilst on the college site.

Intervention Strategies

- Informal control techniques, such as eye contact
- Relocating the student to an alternative position in the classroom environment
- Reviewing folders/notes to determine organisation
- Discussion with students

- Motivational Interview
- Agree a new deadline for non-submitted work
- Re-setting of realistic individual targets
- Directing of students to work in their non-timetabled periods
- Re-calling the student for individual catch up sessions within the Department
- Contact home (check a home contact is allowed on Cedar first)
- Referral to study support/Progress Tutor.

Action

Staff member should record events/discussions with students on Cedar. It would be expected that staff members are able to account for these interventions when discussing their actions with Heads of School.

Medium Level Behaviour Concerns

If the staff member has been unsuccessful in their attempt to modify the behaviour of a student causing concern through informal intervention strategies, the Head of School should be recruited to investigate further. Examples listed above of low level behaviour issues may develop to be of greater concern if the actions of their subject teacher have had limited effect. Medium level behaviour concerns may also relate to more serious infringements of acceptable behaviour. Concerns should be raised by the staff member through the use of the college Cedar system and/or at the monthly meeting with HoS, if appropriate. At this stage both the HoS and subject teacher should intervene to support the student using appropriate strategies such as those listed below. The role of the HoS is to work alongside the subject teacher who has the responsibility for the overview of the student's performance.

Interventions Strategies

- See Low Level menu
- Subject Support set up by subject teacher / HoS
- Weekly review with student to set targets and monitor progress
- Review held at end of support period (usually four weeks)

Medium - High Level Behaviour Concern

This is in relation to incidents where an individual student has failed to respond to the subject teacher's/HoS interventions, or is placed on Subject Support in two or more subjects. Examples listed in low level/medium level behaviour may develop to be of greater concern if the actions of their subject teacher(s) and HoS have had limited effect. Concerns should be raised by the subject teacher(s)/HoS through the use of the Cedar system and directed towards the appropriate Progress Tutor. At this stage more formal monitoring and support is needed to help the student progress.

Intervention Strategies

- Use of strategies from the Low/Medium menu
- Parental meetings (in conjunction with appropriate staff member(s) and student
- It would be expected that in the majority of cases, contact is frequent with home, unless there is a student well-being concern.

High Level Behaviour Concern

This is where a student has failed to respond to the SPT Contract and has not shown the commitment required for Level 2/A Level/BTEC, study despite the on-going interventions and support of a range of staff including subject teachers, HoS Progress Tutor, SPT and other support services in college, including Study Support.

Intervention Strategies

- Use of strategies from the Low/Medium menu
- Parental meetings (in conjunction with appropriate staff member(s) and student
- It would be expected that in the majority of cases, contact is frequent with home, unless there is a student well-being concern.

Formal Intervention Strategies – Please see annex A

Level 1: Subject Support Intervention

Intervention strategies at this point may well include various techniques from the Low Level menu, but will also involve the use of Stage 1 intervention, subject support to monitor the student's achievement and attainment more closely and for a specified period of time. The subject teacher will meet with the student to discuss the issues. Targets will be agreed, the necessary interventions put in place, and all recorded and visible on Cedar.

It would be expected that staff members are able to account for these interventions when discussing their actions with Progress Tutors, Senior Progress Tutors or Head of School. It is essential at this stage to try and establish the underlying cause(s) of the student's breach of unacceptable behaviour, if this has not already been determined.

Level 2: Head of School Intervention

A student with repeated attendance/achievement concerns, who has not responded to Stage 1 interventions, should be placed on a Level 2 HoS Contract and areas for improvement should be identified and targets set. The HoS will work with the student for an agreed time with subject teachers continuing to provide further support. Parents / carers may be invited into college. Any formal interventions such as a Stage 2 Head of School contract will be recorded and visible on Cedar.

Level 3: Progress Tutor Intervention

A student with repeated attendance concerns and/or progression concerns, who has not responded to Stage 2 interventions or there are concerns across subject areas, should be placed on Progress Tutor Intervention as a more formal attempt to influence their learning behaviour. Areas for improvement should be identified and targets set. Progress Tutors will work with the student for an agreed time with subject teachers continuing to provide further support. Parents / carers may be invited into college. Once again any formal interventions such as a Stage 3 Progress Tutor Contract will be recorded and visible on Cedar.

Level 4: Senior Progress Tutor (SPT) Contract

If a student fails to meet the targets agreed with their Progress Tutor, the student may escalate to stage four of the College's formal intervention procedures and their place in college may be in jeopardy. The SPT now sets out targets which the student must agree to adhere to in order to demonstrate his/her commitment to studying at the College. Individual circumstances should be considered when making decisions as to how to proceed at this stage. Issues such as signs of poor progress by the student, changes in personal circumstances and/or his/her likelihood to successfully complete the course should be considered. If a student fails to respond and it is felt that there are no mitigating circumstances, the student should progress to the fifth stage of the College's formal intervention procedures.

Level 5: Senior Management Contract

A formal meeting will take place with the student and a member of senior management. Other parties, including the Progress Tutor, HoS, SPT and subject teachers may also be in attendance. The senior manager will lay out the terms and conditions with which the student must comply with in order to remain in college and these will be monitored closely by the senior manager with the support of the Progress Tutor and subject teachers. In all cases the senior manager will record the contract on Cedar so the student, teachers, HoS and parent(s)/carer(s) are all aware. Failure to comply with the terms of the contract will result in an immediate temporary exclusion from college for a set period, pending a formal exclusion review meeting with the student, parent(s)/carer(s) and relevant staff.

Level 6: Principal Permanent Exclusion Notification

The student must now earn back their right to remain within the college. A panel meeting may be arranged, where the Principal and relevant staff will be in attendance, the terms and conditions of return will be laid out and the student will be given a final, official warning. However, in some cases an individual one-to-one meeting between the Principal and the student may be more appropriate, depending on the circumstances, where the Principal will set out some targets for the student to adhere to in order to remain in college. Any breach of the terms set out at this meeting will result in the immediate withdrawal of the student.

Level 7: Progression Contract

Where students have been allowed to progress to the following academic year but serious concerns have been raised with regards to attendance/achievement/behaviour etc, they will be placed on a Level 7 Progression Contract with strict targets that they must adhere to. Failure to adhere to the targets could result in the student being withdrawn. The Level 7 Progression Contract will be in place for the first term.

Probation Period and Progression

The Trust and its college's runs a probationary period and all students are classed as being on probation during the first six weeks of their course. During this period, you will be assessed based on attendance, attitude, punctuality, aptitude and performance. The trust and its colleges reserve the right to withdraw students who do not meet acceptable levels of attendance and punctuality and who are unable to demonstrate the required levels or aptitude and performance for the subjects which they are studying.

Cases of (suspected) serious misconduct:

A student may be issued with a level 5 or 6 straight away and followed up regularly by their progress tutor where relevant.

A student may be suspended while further information gathering/investigation takes place in relation to the incident. The student's parents will, if possible, be contacted by phone or email to confirm the suspension. In all cases, the College will endeavour to make suspension periods as short as possible. At the end of the suspension period, the College may require a student to attend for a meeting with their parents/carers and a Senior Manager before being allowed to return to studies/classes.

If the investigation results in a reasonable belief that the student's misconduct is serious enough, a member of the Senior Leadership Team may permanently exclude the student

at any point within the period of suspension without further discussion. Parent/carers will be contacted by phone to confirm the exclusion.

The below instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the trust and its colleges.

- Violent, threatening or obstructive behaviour
- Harassment or bullying (physical or verbal, including electronic means e.g., text messaging, social networking sites)
- Possession or dealing in illegal substances
- Being under the influence of alcohol/drugs
- Infringement of the college Equality and Diversity policy
- Cheating in examinations and/or plagiarism
- Theft or wilful damage to college property
- Carrying an offensive weapon
- Sexual abuse or assault
- Making a malicious serious false allegation against a member of staff.
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

In some instances of serious misconduct the College may feel the need to report matters to the police authorities.

The Role of the Principal/Senior Management in certain cases, reserves the right to omit any or all of the stages in the discipline system which may result in a permanent exclusion from the college.

College Appeal

A student who is withdrawn from college does have a right to appeal in writing to the Board of Directors. This appeal should be made in writing and within 10 working days of the original withdrawal date. An Appeals Meeting will be scheduled within ten working days of the appeal being received. The student will be notified in writing of the date, time and location of the Appeals Meeting. The student is entitled to be accompanied by a friend or relative at this meeting. The appeal will examine the validity and robustness of the evidence of the decision in light of evidence produced. The Appeals Meeting will proceed even if the student does not attend. The Board of Directors may uphold the decision to exclude a student or decide that a lesser disciplinary action should be taken. The decision will be confirmed in writing to the student within five working days.

Whilst there is an active student appeal the student is asked not to attend lessons/be visible on the college site.

Students with Additional Support Needs

At every stage of the disciplinary process, all staff must be conscious of the needs of students who may have additional support needs. Staff must consider the individual needs of students, seeking advice where necessary from the Support Teams within College in order to ensure that the student is treated fairly and equally.

Attendance

Attendance at college is primarily monitored by subject teachers with the Progress Tutor having the over-view. Students are expected to attend all timetabled lessons, this includes all subject lessons, timetabled tutorial sessions and 1:1 interviews, directed teacher access periods, study support sessions and any chosen enrichment activities.

Each student has unique circumstances that may have an impact upon their attendance, and action to support students in improving their attendance must be taken with any individual circumstances being taken into account. If a student is absent from college for an extended period of time, it is expected that the student will complete work at home, unless personal circumstances dictate otherwise. The co-ordination of work to be supplied to the learner lies with the student's Progress Tutor who will liaise with subject teachers.

Absences

Students are expected to attend all lessons. All absence phone calls will be logged and the caller will be provided with a logging number (if contacting student services)

Absence marks explained.

Situation	Code	What It Means
You have missed a lesson and provided no explanation as to why	O	Unexplained absence
Inappropriate absence – e.g. driving lesson, part time job, leisure activity, child-minding	O	Unexplained absence
Absence through illness or a medical appointment which you've discussed with us, or for an unusual circumstance such as a funeral	E	Explained absence
Absence which is explained but which was not approved, for example a university interview/work experience which we were not notified about sufficiently in advance	E	Explained absence
Holiday in term time – may be subject to disciplinary action	H	Holiday in term time

The college recognises that some absences are unavoidable. If there is no alternative, and the reason is a legitimate one, the absence may be classed as authorised. Financial support is usually awarded for absences falling into this category.

Absence Procedures

Authorised Absence

Students are able to log a legitimate or authorised absence in advance by contacting Student Services or their Progress Tutor. If a student is unable to come into college for legitimate reasons, a telephone call needs to be made to Student Services/Progress Tutor as soon as possible to explain the reason for absence and how long the absence is expected to continue. The student may be asked to bring in supporting evidence when they return to college.

Holidays during Term Time

Holiday during term time is not permitted. All absences due to late arrival from holiday after term breaks and holiday taken during term time will be marked as UA in the register. If a parent or guardian believes that there are extenuating circumstances to support a request for leave during term time, the students' Progress Tutor should be contacted.

Illness

If a student becomes ill whilst at college and needs to go home early they must sign out either with Student Services or their Progress Tutor. Failure to do so will mean the absence is not authorised. If a student is ill and cannot come into college they must telephone Student Services before 10.00am. Students or their parents/carers will be expected to advise the member of the Student Services Team of the student name, tutor group, the reason (illness) and how long the student is likely to be absent from college. If the student is unable to return to college on the date specified then another call should be made to advise the college of continued illness.

Progress Tutors review attendance data on a daily basis and will decide whether to discuss any absences due to illness with the student.

If a student cannot attend an exam due to illness he/she must contact the college before the exam is due to start. Evidence of illness or an urgent medical appointment will be required if a student is absent for these reasons and intends to apply to an examination board for Special Consideration.

Work Experience, College Related Trips and Visits

If a student is going to be absent from lessons because he/she has an activity planned in a different subject, it is expected that he/she will get permission from the teacher whose classes will be missed. The attendance record of the student will be updated by a member of the Student Services Team/Progress Tutor to show the student has missed classes due to a college related activity. It is the responsibility of the Head of School to pass details of students who will be partaking in activities and miss timetabled lessons to the Student Services Team.

Late Attendance

Students who arrive late to any lesson will be recorded by their subject staff as **late** on their lesson register. It is at the professional judgement of a staff member to determine whether to record a late mark on the register giving consideration to the lesson period and distance the student may have travelled from his/her previous lesson. The student will still gain his/her attendance mark; however, Progress Tutors will oversee any patterns arising with student punctuality.

Rewards

Wherever possible students are given praise and encouragement for good work and behaviour in order to promote a positive ethos throughout the college. Students are issued with commendations/Student of the Month through the Cedar system for attendance, monthly assessment grades, and work completed throughout the year. Students who receive the most amount of commendations at the end of the academic year receive either a certificate/and or some form of reward e.g. Amazon vouchers.

Financial Support at New College

16-19 Bursary Fund

The Bursary Fund can provide financial support to help some students in their learning. The allowance is means-tested and students may be eligible if their household assessed income is below £21,000.

Application Forms can be obtained from Student Reception or downloaded from the website www.ncpontefract.ac.uk. Each year deadlines for applications are set and decisions made by an agreed date.

An initial payment will be made mid-September for the first half term. Payments will be made in proportion to the students attendance e.g. 97% attendance the student will receive £97

All students will be asked to sign a Learning Agreement which sets out what is required of them in terms of making satisfactory progress on courses and how this will be monitored. Financial support from the Bursary Fund will be withheld if satisfactory progress is not made.

Any false information or claims made in order to receive financial support will be treated as fraud. If after an investigation, any attempt to make a fraudulent claim is found to be proven, any entitlement will be withdrawn and students may also face action through the college's disciplinary procedures.

College Procedures for Supporting Students with Poor Patterns of Attendance

The points below outline responsibilities/college expectations for monitoring and supporting students in improving their attendance:

Subject Teacher

- To follow up any absences on a daily basis
- To enquire about a student's absence upon return to college if reason for absence still unknown
- To identify any trends in student attendance in lessons
- To inform HoS/Progress Tutor of concerns relating to developing attendance issues via Cedar
- To support students when returning to college after periods of absence, e.g. in catching up with their work
- To make contact with parents/carers, where appropriate

Head of School

- To monitor attendance variation between individual classes and discuss with department members as appropriate
- Inform Progress Tutors if attendance falls below 85% and record on Cedar
- Make contact with parents/carers, where appropriate

Progress Tutor

- Daily attendance checks to be performed; this should focus on recurring trends over previous weeks as well as those absences in the week

- To liaise with subject staff/HoS/SPT to provide, where appropriate, an explanation for student absence
- Once a student's attendance has fallen below 90% as an average total, a letter/telephone call should be sent/made to parents/carers informing them of college concerns, recorded on Cedar. This may be waived if a student's absence is related to individual circumstances, such as a medical condition
- To use data provided on the cumulative percentage attendance and monthly percentage attendance to support students in recognising trends in their attendance and to set strategies to improve
- The strategies employed in the Attendance and Behaviour Policy should be used to support students in improving their attendance

Senior Progress Tutors

- To support students and Progress Tutors on matters concerning students with attendance issues as outlined in the Attendance and Behaviour Policy

Senior Manager

- Support SPT's on matters concerning students with attendance issues as outlined in the Attendance and Behaviour Policy.

Student Withdrawal Procedures

There are likely to be four main ways a student withdraws from college. These are stated below, along with the procedure that should be followed in each circumstance.

A student comes into college to withdraw

Following a discussion on the reasons for his/her decision, the Progress Tutor should complete a yellow withdrawal form. MIS complete the electronic form the same day that the withdrawal form is handed in. A withdrawal letter should be sent by Student Services to parents/carers as well as the student.

A student rings to let his/her Progress Tutor know they wish to leave college

The Progress Tutor should inform the Senior Progress Tutor and the procedure outlined above should be followed. Should the student not wish to return to college, or not be able to do so, then the SPT should inform MIS of the student's decision. A standard letter should be sent out informing parents/carers to ensure they are aware the student is leaving. Student Services should also send a leaving confirmation letter to the student. For students who may have parents/carers who have English as an additional language, sensitivity should be shown and the letter translated into the first language, if requested. MIS should then remove the student from the system (for registration, Financial Support, exam purposes).

College withdrawing the student

If a student fails to engage with the formal intervention procedures or behaviour seriously contravenes this policy then there may be occasions when the college formally withdraws students, this will only take place after notifying parents/carers.

Non-attendance by a student

If a student fails to attend college for three consecutive days and no explanation has been provided (by parent/carer/student) then the Progress Tutor should attempt to contact the

student by telephone. If contact has still not been made with the student after five college days then the SPT should be informed and a safeguarding letter should be sent home.

If contact still cannot be made after a safeguarding letter has been sent and persistent attempts to contact the student and those listed as contactable relatives by telephone, then a member of Senior Management should be contacted. Non-attendance without explanation can be an indicator of significant safeguarding concerns and a home visit will be initiated by the above named parties.

If a student lives alone or there are safeguarding concerns, then daily monitoring of attendance by the Progress Tutor should occur and in the event of an absence which is not legitimate occurring, measures should be taken to verify the student's well-being. If the student's well-being cannot be ascertained then the matter should be passed on to the Assistant Principal: Pastoral Support and Achievement.

No student should be withdrawn from college without direct contact being made to ascertain his/her wellbeing and progression route.

Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation'.
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In addition to the practice identified in the DfE guidance, the trust and its colleges can also ban the following items and as a result are able to search students for them:

Any item brought into the college with the intention of the item being sold or passed on to other students, which in the principals opinion will cause disruption to the college or be detrimental the colleges practice.

Confiscation

Staff can seize any prohibited item as a result of a search. They can also seize any item found, which they consider harmful or detrimental the college's discipline. Staff should hand the confiscated item to a member of senior management as soon as possible and make sure all necessary information is passed on including, student name, date/time it was confiscated. Staff must not give the confiscated item to another student to hand it in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to a member of senior management immediately. The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result. Where alcohol has been confiscated the college will retain or dispose of it. This means that the college can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).

Where the college finds controlled drugs these must be delivered to the police as soon as possible but may be disposed of if the principal thinks there is good reason to do so. Where the college finds other substances which are not believed to be controlled drugs these can be confiscated, where a member of staff believes them to be harmful or detrimental to good

order and discipline. This would include for example so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned by the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the principal thinks there is good reason to do so.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offense (i.e. it is extreme child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or retain the image whilst the college carries out its own investigation.

Where an article that has been (or could be) used to commit an offense or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the colleges rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of a serious offense must be passed to the police as soon as possible or retained by the college whilst it carries out its own investigation.

Use of Restraint

Any use of restraint by staff must be reasonable, proportionate and lawful. Restraint will be used only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Where restraint is used by staff, this is recorded in writing.

Discipline beyond the College Gate

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the college premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, college staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a college member of staff this must be passed onto a member of Senior Management. If the Principal/Senior Management considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the college's child protection policy will be followed.

For health and safety reasons very high standards of behaviour are expected on college residential or day trips. The college will use the same intervention system that are applied to incidents of misbehaviour that occur on the college grounds.

Where unacceptable behaviour occurs when a student is travelling to and from college, the college reserves the right to issue a consequence, or a fixed term or permanent exclusion particularly in relation to violent conduct e.g. physical assault or bullying incidents. The formal interventions system will apply.

Involvement of Outside Agencies

The college works positively with external agencies (e.g. early help hubs, children's social care, health services, police, YOT). It seeks appropriate support from them to ensure the needs of all students are met by utilising the range of external support available.

The trust and its colleges reserves the right to amend this policy at any time in the academic year and to direct formal disciplinary procedures at any level, as appropriate.

Fitness to Study

Ofsted describe effective post-16 education as "life-changing" and "transformational". It has the capacity to contribute powerfully to social mobility both of individuals and society. Education experts agree on the distinctiveness of the post-16 learning journey as a vehicle for both acquisition (of knowledge, skills and qualifications) and participation (in a social and community process). In colleges particularly, students and teachers are informally bound by "shared expertise and passion for a joint enterprise" (Hattie). In the post-16 phase, students are preparing to be active citizens, they may use their electoral rights and may learn to drive. They are almost certainly preparing for an independent adult life. Their learning experiences are helping to equip them for life, employment and Higher Education, helping them to find their voice in society, and fostering important social and interactive processes.

The post-16 teaching and learning model across the trust uses concepts and processes from a range of educational theorists. The Spiral Curriculum (Jerome Bruner) means that the cumulative learning in lessons is key to full understanding. Teachers use the iterative revisiting of topics to deepen knowledge progressively over time, reaching increasing levels of difficulty and anchoring new learning to established concepts.

Physical presence in class is key to effective delivery of the post-16 phase, and because of this, remote learning from home is not possible except in some exceptional circumstances.

Aims

These procedures aim to provide:

- A framework to guide decision making in complex student welfare cases.
- A set of parameters for the minimum acceptable level of academic progress.
- A series of stages for reviewing a student's place at the college.

Joining the College

Students are encouraged to disclose any physical or mental health need as part of their application. This disclosure will in no way prejudice any decision about the application – on the contrary, it is used to establish how best we can respond to the individual need and what reasonable adjustments can be made.

In cases where a complex or significant physical or mental health condition is disclosed, it may be appropriate that further information is sought from health professionals supporting a student to be able to formulate a support plan. In addition, a transition meeting may be called to discuss and agree details of the support plan, the appropriate programme to be studied and any reasonable adjustments that we will commit to making. We also need to recognise that adjustment to a sixth form college environment can be challenging for students with such circumstances.

Studying at the College

If students do not disclose a pre-existing physical or mental health condition on application, then it is unlikely that they will receive support or reasonable adjustment unless the condition becomes clear to a member of staff. Early disclosure of issues is therefore vital to allow us to assess how best to accommodate students and also to avoid exacerbating the issue through a lack of knowledge on the part of subject teachers and tutors. We only offer full-time programmes and any student who is under temporary rehabilitative residential care must be able to access a full-time programme throughout the duration of their studies.

Students are made aware of the extensive range of support at the college both at induction and as part of the tutorial programme. All staff at the college has a duty of care to students and can be approached with any concern, however small.

The member of staff consulted will seek consent from the student to share with subject teachers and the tutor the key relevant information so that they can best make adjustments. In exceptional circumstances confidentiality may need to be broken without the student's consent. Consent will always be sought from the student to involve parents and carers in these decisions, however in certain extreme cases confidentiality will need to be respected if the student requests it. Tutors/Safeguarding Lead may involve referral to outside agencies, such as CAMHS or the student's GP. This is particularly true where the health condition causes significant concern, since the expertise and capacity of the college in providing medical support is finite and the responsibility for medical support lies with the external services. In crisis situations, where there are immediate and grave concerns for a student's health or well-being, staff will judge how best to provide first aid and whether emergency services should be called. We will always endeavour, in these situations, to contact parents and carers as soon as possible.

Limits to Support

Whether medical conditions are raised before a student joining the college or whilst at the college, there need to be reasonable limits set to the support that can be offered. These include both the flexibility the college should show around academic progress (attendance and meeting assessment expectations) and the support (type, location and frequency) that is needed for a student to remain at college. Clearly it is difficult to set non-negotiable limits for academic progression and support and there needs to be judicious professional

judgement in each case. Furthermore physical and mental health conditions may be temporary or permanent, short or long-term, stable or prone to remission.

As a guide therefore, the following minimum expectations should be set:

- Academic progress - Each case needs to be considered on its merits, but it is clear that a minimum level of attendance needs to be maintained overall that will allow a student to realistically achieve. Academic success depends on engagement in classroom activity, so excessively long periods of complete absence or very poor attendance will make a student's studies untenable.
- With regards to coursework and homework, if students fall significantly behind with their deadlines, despite extensions being offered, then there comes a point at which catching up is not viable.
- Support - it is reasonable for teaching staff, on a short-term temporary basis, to liaise with students via email and Moodle. This cannot continue long-term.
- We are not a distance-learning college and do not have the resources, expertise or remit to be one. In terms of pastoral support the college enjoys a privileged position – Progress Tutors, Senior Progress Tutors, Safeguarding staff and the college counsellor can all provide appropriate support within certain parameters. We will, where appropriate, refer to external services and maintain liaison with them. We cannot provide, however, complex medical or psychiatric support. This would usually be sought externally through the GP or other services. Finally, the pastoral support available is finite and needs to be available for other students as well. In all cases the support we offer must be on site.

Fitness to Study

Our default position, as a College, is that we want all students to complete their studies successfully and achieve their potential. There are occasions, however, when physical or mental health issues are so complex or so significant that this is not possible. Clearly each student needs to be considered on a case by case basis and the College needs to ensure it is fully aware of all the medical evidence and the wishes of the student and the parents or carers. Ideally, a clear consensus would always emerge about the best way forwards, but this will not always be the case. There will be situations where the College believes that it has exhausted the support options available, it has made reasonable adjustment and provided best endeavour in all aspects of College life, but the student is unable to maintain their fitness to study. These situations impact negatively both on the student, since their welfare is at risk, and on the College, since there is an excessive demand on resources. For the student, who has struggled to maintain their academic progress against the odds and for whom trying to keep the structure of College life going has been so far a positive factor in their rehabilitation, there comes a tipping point at which trying to catch up after a lengthy absence with deadlines long gone is actually more stressful and therefore more of a negative impact on their health than withdrawing from studies. To continue this situation would place the College in breach of its duty of care to young people. For the College, working with individual students to catch up on missed work, liaising remotely via email and Moodle with absent students and arranging meetings and support for students must be a finite resource and cannot unreasonably impact on the learning of other students at the College. If the College, medical professionals, the student and the parents or carers all agree that a student should withdraw then this will be actioned.

In these situations, we would always assure students and their parents or carers that the best interests of each student and their welfare are at the centre of decisions.

Where there is no consensus that withdrawal is the most appropriate outcome, then the stages below will be followed:

Pre-Stage 1 - A Pre-Stage 1 Letter/Email is sent to the parent/guardian along with a copy of these procedures outlining concerns and seeking that targets are met. The situation is reviewed 2 weeks later.

Stage 1 - A Stage 1 letter/Email is sent home outlining concerns and requesting parent/guardian attends a meeting within college. Targets are then re-set at the meeting.

Targets are reviewed 2 weeks later. If improvement has been evidenced no further action will take place. If there are still concerns the student's progresses to stage 2.

Stage 2 - A Stage 2 letter/Email is sent home inviting parents/guardian in for another meeting and also firmly outlining concerns and re-setting targets. The situation is reviewed 3 weeks later.

If these targets have not been met the students would then progress to stage 3.

Stage 3 A review will take place by the Principal and after all information is assessed will either require the student to leave, allow to re-start college the following academic year or continue with a further review point.

Restarting at College

In certain situations it may be appropriate to offer a conditional restart at College. Students can only ever restart once. They must restart their studies in the following academic year and before they turn 19 years of age. In cases where the student withdraws from the college of their own accord, has put in place robust medical support outside of College and has time before the restart to respond to this support (typically 6 months), then the restart has a good chance of success. In cases where there is no clear commitment to following prescribed medical support and there is less time to respond to this support, then the restart is quite likely not to work. Where the College offers the opportunity of a restart, the onus is on the student and their parents or carers to ensure that they are recovered enough for the restart of their studies. Further relapses would not be in the interest of the students. When the student withdraws from studies, guidance will be given both on what support might be appropriate to ensure fitness to study on return, but also importantly on what evidence will be expected at enrolment.

Formal Intervention Procedures

	Intervention Stage	Sanction
	No Intervention	You have shown commitment to your subjects through excellent attendance and achievement.
1	Subject	Concerns have been identified by your Subject Teacher. You will now be placed on a Stage 1 contract and targets will be set.
2	Head of School	The concerns identified by your Subject Teacher have not improved therefore further interventions will be put in place by the Head of School.
3	Progress Tutor	Concerns have been raised across two or more subjects. Your Progress Tutor will now work with you and set targets for improvement.
4	Senior Progress Tutor	Serious concerns have been raised about your commitment to college. You will now be set new targets and have your non-contact time removed.
5	Senior Management	This contract sets out the terms and conditions which must be met by you to remain in college. Failure to comply will result in an exclusion for a set period.
6	Principal	This is the final notification that you will be withdrawn from college if you do not meet the terms set out by the Principal.

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4 Senior Progress Tutor	Serious concerns have been raised about your commitment to college. You will now be set new targets and have your non-contact time removed.
5 Senior Management	This contract sets out the terms and conditions which must be met by you to remain in college. Failure to comply will result in an exclusion for a set period.
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Formal Intervention Procedures

<h2>Subject Intervention (Stage 1)</h2>	<p>When will this be used?</p> <ul style="list-style-type: none">• Sustained underachievement in monthly assessments• Attendance concerns• Low level disruption/attitude concerns• Failure to meet deadlines
	<p>How does it work?</p> <ul style="list-style-type: none">• Subject teacher places the student on Subject Contract via Cedar• Targets set and recorded• Teaching staff decide the time period• All actions / interventions during this period to be recorded on Cedar
	<p>Next steps</p> <ul style="list-style-type: none">• If the student responds positively to the interventions this should be logged on Cedar and the Stage 1 Contract removed• Failure to meet the targets will result in the subject support period being extended, which should be recorded on Cedar• If necessary, the student should be escalated to a Head of School Contract
	<p>Please note: If it becomes apparent that the issues are across more than one subject then the student should be referred to the Progress Tutor for a Stage 3 contract.</p>

Head of School Intervention (Stage 2)

When will this be used?

- Failure to respond to Subject Contract Stage 1

How does it work?

- HoS places the student on a Head of School Contract via Cedar
- Targets set and recorded
- Time period to be agreed
- All actions / interventions during this period to be recorded on Cedar
- Parental meeting to be arranged if required

Next steps

- If the student responds positively to the interventions this should be logged on Cedar and Stage 2 Contract removed
- Failure to meet the targets will result in the HoS Contract being extended
- If necessary the student should be escalated to a Stage 3 Progress Tutor Contract

Progress Tutor Intervention (Stage 3)

When will this be used?

When a student is causing concern in more than one subject or when a Progress Tutor is satisfied that all reasonable strategies have been employed by the Head of School.

How does it work?

- Progress Tutor places the student on Progress Tutor Contract via Cedar
- Parents should be informed by telephone and/or by a meeting in college
- Progress Tutor will work with the student and teachers for a minimum of four weeks
- Subject teachers will also continue to provide support/interventions.
- All actions / interventions during this period to be recorded on Cedar
- A review meeting will take place every week with the Progress Tutor and student

Next steps:

- If the student responds positively to the interventions this should be logged on Cedar and Stage 3 Contract removed
- Failure to meet the targets will result in the Progress Tutor Contract being extended
- If necessary the student should be escalated to a Stage 4 SPT Contract

SPT Contract (Stage 4)

When will this be used?

When the SPT (Senior Progress Tutor) is satisfied that all reasonable strategies and interventions have been employed by Progress Tutors to get the student back on track.

How does it work?

- A formal meeting takes place between the student and SPT
- The SPT sets out the targets which a student must adhere to in order to demonstrate his / her commitment to studying at New College and recorded on Cedar
- The SPT will work with the student for a minimum of four weeks
- Parents / carers will be notified by either telephone or meeting regarding the contract. A letter will also be sent home confirming the targets
- Weekly meetings will take place to review progress against targets
- **Whilst students are on a Stage 4 SPT Contract the SPT will decide to remove either all of their non-contact time or a proportion of it. This will be agreed at the initial meeting**

Next steps

- If the student responds positively to the interventions this should be logged on Cedar and the Stage 4 Contract removed
- Failure to meet the targets will result in the SPT Contract being extended
- If necessary the student will be escalated to a Stage 5 Senior Management Contract

Senior Management involvement:

Before a student is escalated to a Stage 5 Contract a meeting between the SPT, Associate Principal and student must take place to outline the consequences of continuing to fail to meet the targets set.

Senior Management Contract (Stage 5)

When will this be used?

When the Senior Manager is satisfied that all reasonable strategies have been employed by the SPT and the student has not responded satisfactorily.

How does it work?

- A formal meeting takes place between the student, SPT and Senior Manager
- The Senior Manager sets out the targets which a student must adhere to in order to demonstrate his/her commitment to studying at New College
- The Senior Manager will monitor the student for a minimum of four weeks
- **Failure to comply with the terms of the contract will result in a temporary exclusion.** (Length to be decided by the Senior Manager)
- The removal of non-contact time (as in Stage 4) will remain

Next steps:

- If a student responds positively to the interventions this should be logged on Cedar and the Stage 5 Contract removed
- Failure to meet the targets will result in the Stage 5 Contract being extended or escalated to the final stage

Principal Permanent Exclusion Notification (Stage 6)

When will this be used?

- After a student has been temporarily excluded because of failure to meet the targets set out in the Stage 5 Contract

How does it work?

This is an official notification that the student will be immediately and permanently excluded from the College if the student does not wholly adhere to every requirement set out.

- The student is given an official, final warning by the Principal
- Any breach of the terms set out in this contract **will** result in the immediate withdrawal of the student from College
- This will run for a minimum of four weeks
- If broken, the student is formally withdrawn from College by the Principal, and the parent(s) / carer(s) and student are notified in writing

Next steps:

- The decision whether to permanently exclude is taken by the Principal
- Appeals are handled by the Governing Body

What is the consequence of a student's failure to engage with this stage?

Permanent Exclusion