



# Student Behaviour and Attendance Policy

Version 2

**This policy applies only to Post-16 New Collaborative Learning Trust institutions.**



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## 1.0 Introduction

- 1.1 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.
- 1.2 If you have a query/complaint regarding this policy please see contact details for staff below:

New College Pontefract

Queries - Please contact James Morris Assistant Principal Tel No: 01977 702139

Email: [james.morris@nclt.ac.uk](mailto:james.morris@nclt.ac.uk)

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685

Email: [lauren.walker@nclt.ac.uk](mailto:lauren.walker@nclt.ac.uk)

New College Doncaster

Queries – Please Contact Helen Jackson Vice Principal Tel No: 01302 976777

Email: [helen.jackson@nclt.ac.uk](mailto:helen.jackson@nclt.ac.uk)

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685

Email: [lauren.walker@nclt.ac.uk](mailto:lauren.walker@nclt.ac.uk)

New College Bradford Jon Zeb Assistant Principal – Tel 01274 089189

Email: [jon.zeb@nclt.ac.uk](mailto:jon.zeb@nclt.ac.uk)

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685

Email: [lauren.walker@nclt.ac.uk](mailto:lauren.walker@nclt.ac.uk)

- 1.3 **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.**
- 1.4 **The contents of this policy will be disseminated and shared with all students during their induction period and revisited throughout the year.**

## 2.0 Scope and Purpose

- 2.1 This policy is divided into 3 sections of behaviour, attendance and fitness to study. The first section on behaviour outlines the procedure for responding to unacceptable behaviour and gross misconduct. This information will also be available on the each College's 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.
- 2.2 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.

- 2.3 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. Behaviour and expectations should be in line with the Trusts Values (5 C's); Candour, Challenge, Collaboration, Commitment and Care. 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.
- 2.4 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 opportunities to address their behaviour, is damaging their own prospect of success and that of other students, the procedures outlined below should be followed.
- 2.5 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 permanently excluded from College unless clear expectations have been issued (and recorded) to the student and their parents/carers, although there may be exceptional circumstances such as examples of gross misconduct where a student is excluded immediately either temporarily or permanently.

### **3.0 Section A – Behaviour**

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

#### **3.2 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.

### 3.3 Low Level Behaviour Concerns

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

- Failure to hand in Directed Independent Learning (DIL) or complete a task.
- The non-permitted use of mobile devices 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.
- Littering the College site/immediate environment.
- Student not bringing essential equipment to lessons.
- Loud, unruly and unsociable behaviour whilst on the College site.

### 3.4 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.

### 3.5 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 the Head of School.

### 3.6 Formal Intervention Strategies

**Students can escalate through the formal intervention stages systematically from 0 to 6, but equally can progress through stages depending on individual circumstances and at the discretion of Senior Managers.**

Staff should use their professional judgement, but as a guide, the duration of a formal intervention should be a minimum of 4 weeks. Students should not be on a targeted intervention for longer than 6 weeks although extensions may be required in order to fit in with college breaks or to provide a student with additional time to demonstrate progress towards targets.

#### **Stage 0: Enrolment Watch List**

This intervention is put in place during enrolment and is used when staff have slight concerns regarding a student's programme of study. Students are informed that they are being placed on the intervention and that a review will take place in their first 4-6 weeks of college. If there are significant concerns following the review staff may suggest a change of course.

### **Stage 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. Measurable and time related 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.

### **Stage 2: Head of School Intervention**

A student with repeated attendance, behavioural or achievement concerns, who has not responded to Stage 1 interventions, should be placed on a Stage 2 Head of School intervention and areas for improvement should be identified and targets set. The Head of School 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 intervention will be recorded and visible on Cedar.

### **Stage 3: Progress Tutor Intervention**

A student with repeated attendance, behavioural or achievement 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 address their 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 will be notified and may be invited into College, depending on the circumstances. Once again any formal interventions such as a Stage 3 Progress Tutor intervention will be recorded and visible on Cedar.

### **Stage 4: Senior Progress Tutor Contract**

If a student fails to meet the targets agreed with their Progress Tutor, the student will escalate to Stage 4 of the College's formal intervention procedures and their place in College will be under more scrutiny; parents/carers will be notified and may be invited into College depending on the circumstances. The Senior Progress Tutor now sets out targets which the student must adhere to in order to demonstrate their 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 their 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.

### **Stage 5: Senior Management Contract**

A formal meeting will take place with the student and a member of Senior Management. Parents/carers will be notified and may be invited into College along with other parties, including the Progress Tutor, Head of School, Senior Progress Tutor and subject teachers. The decision to call a meeting and who to invite will be at the discretion of the Senior Manager, depending on the circumstances. The Senior Leader 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 Leader with the support of the Progress Tutor and subject teachers. In all cases the Senior Leader will record the contract on Cedar so the student, teachers, Head of School and parents/carers 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 review meeting with the student, parents/carers and relevant staff before being escalated to a final Stage 6 contract.

If a student is receiving the College bursary this may be withdrawn depending on individual circumstances and at the discretion of the Senior Leader. The bursary will be reinstated once the agreed targets have been met.

### **Stage 6: Principal Permanent Exclusion Notification**

The student will be subject to a probationary period, to be determined by the Principal, during which time they must demonstrate their commitment to meeting the targets agreed. A panel meeting may be arranged, where the Principal and relevant staff will be in attendance, the terms and conditions of return will be agreed 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 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 permanent exclusion of the student from College.

#### **3.7 Permanent Exclusion**

**If a student is permanently excluded parents/carers will be informed by letter within 24 hours by first class post and signed by the Principal. This will be in addition to either a meeting or telephone conversation.**

**The student will be offered the opportunity to meet one of the College's careers team to discuss their options post New College.**

#### **3.8 Progression Contract – For Y13 Students only**

3.8.1 Where students have been allowed to progress to the following academic year after completing Y12 on a Stage 5 or 6 contract and/or serious concerns have been raised with regard to attendance/achievement/behaviour etc. they will be placed on a Progression Contract to start Y13, with strict targets that they must adhere to. Parents/carers will be notified by letter and invited into College to discuss the seriousness of the situation. Failure to adhere to the targets will result in the student being permanently excluded.

3.8.2 The Progression Contract will be in place for the first term, then reviewed. All students (and their parents/carers) who are placed on a Progression Contract at the start of Y13 should be informed that failure to meet the targets agreed will result in permanent exclusion from College. After the successful completion of the contract period in Y13 a Senior Leader will decide the appropriate level contract for the student to be moved to for further monitoring and target setting.

### 3.9 **Probationary Period and Progression.**

3.9.1 A student's first six weeks as a student at New College are treated as a probationary period. During this period, if a student's, attendance or behaviour is of a serious concern, the Principal and/or the Senior Leadership team reserve the right to take appropriate action which might include (but is not exhaustive):

- Withdrawal from college
- Extension of probationary period
- Change of course or subjects

3.9.2 If it is looking likely that a student will not be allowed to remain in College following the probationary period then parents/carers should already be aware of the concerns via Cedar logs.

3.9.3 If a student is permanently withdrawn parents/carers will be informed by letter. This will be in addition to either a formal meeting or telephone call depending on individual circumstances.

3.9.4 The Senior Leader involved in the permanent withdrawal will arrange for the student to receive careers advice from a member of the careers team to discuss their options post New College.

### 3.10 **Appropriate use of social media**

Please refer to the Social Media Policy located on the College website which clearly outlines the disciplinary procedures for students who use social media inappropriately.

### 3.11 **Cases of (suspected) serious misconduct:**

3.11.1 A student may be issued with a Stage 5 or 6 contract at any point if serious misconduct or suspected serious misconduct takes place.

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

3.11.3 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. Parents/carers will be contacted by phone, letter or in person to confirm the permanent exclusion.

3.11.4 The below instances are not exhaustive but indicate the severity of such offences, perpetrated on and/or off the college site, and that such behaviour can affect the Trust and its Colleges. This also includes:

- Violent, threatening or obstructive behaviour.
- Harassment or bullying (physical or verbal, including electronic means e.g., text messaging, social networking sites).
- Possession of or dealing in illegal substances.
- Being under the influence of alcohol/drugs.
- Infringement of the Trust Equality and Diversity policy.
- Cheating in examinations and/or plagiarism.
- Theft or wilful damage to College property.
- Carrying an offensive weapon.
- Sexual abuse, assault or harassment
- 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.
- Bringing members of the public onto college premises

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

**The Principal/Senior Leader, 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.**

### 3.12 **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 to the College's practice.*

### 3.13 **Confiscation**

3.13.1 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 to the wellbeing of the College's students or staff. Staff should hand the confiscated item to a member of the Senior Leadership Team 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.

- 3.13.2 Any item which staff consider to be dangerous or criminal e.g. drugs must be brought to a member of the Senior Leadership Team 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).
- 3.13.3 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.
- 3.13.4 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.
- 3.13.5 Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- 3.13.6 If a member of staff find 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.
- 3.13.7 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.
- 3.13.8 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.
- 3.13.9 Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained by the College whilst it carries out its own investigation.

### 3.14 **Use of Restraint**

- 3.14.1 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.

### **3.15 Discipline beyond the College Gate**

- 3.15.1 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.
- 3.15.2 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 the Senior Leadership Team. 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.
- 3.15.3 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 is applied to incidents of misbehaviour that occur on the College grounds.
- 3.15.4 Where unacceptable behaviour occurs off site, including 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.

### **3.16 Involvement of Outside Agencies**

- 3.16.1 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.

### **3.17 College Appeal and Protocol**

- A student who is permanently excluded, or the parent/carer of the student can appeal in writing to the Chair of the Board of Directors via the Trust Governance Professional.
- In any correspondence the student or parent/carer must make it clear that they are 'requesting an appeal to the decision to permanently exclude' using the Trust Appeals form on the College website. Please also see appendix A.
- Any request to appeal the decision must be received within 5 working days of receipt of the permanent exclusion letter.
- An appeals meeting will be arranged within 10 working days of the appeal being received and the student and parents/carers will be notified of the date of the appeals meeting in writing.
- The Chair of the Board of Directors will arrange for at least 2 Trust Directors or local College Advisory Group members to attend the Appeal meeting.
- The student is entitled to be accompanied by a friend or relative at the meeting.

### 3.18 Before the Appeal

- A pack of information will be sent to the Directors/Advisors to examine before the meeting.
- The pack will include the following:
  - Name of the student.
  - Date of birth.
  - Previous school.
  - Current markbook grades summary.
  - Current attendance.
  - All cedar logs in chronological order (Acronyms explained).
  - A short summary of the student's behaviour/attendance whilst attending College.
  - Exact and precise reasons for the permanent exclusion.
- The Directors/Advisors will meet 30 minutes prior to the meeting to ensure the appointment of a Chair and to confirm any questions to be asked.
- The student, parents/carers will have access to the relevant information by logging onto Cedar.

### 3.19 At the Appeal Meeting

- Trust Clerk will be present to record minutes.
- The meeting will last approximately 30 minutes.
- The student or parent/carer/friend/relative will get the opportunity to explain their reasons for the appeal plus any statement they wish to make.
- The meeting will proceed even if the student or parent/carer/friend/relative do not attend.
- Directors/Advisors may decide to ask questions after the student or parent/carer/friend/relative has finished their opening remarks.
- At this point the Appeals meeting will be concluded.
- A second meeting will then take place immediately afterwards in which Senior Management will present their case for the College to the Directors/Advisors.
- The panel will then examine the validity and robustness of the evidence of the decision in light of evidence produced.
- The decision whether to uphold or overturn the decision will be confirmed in writing within 5 working days.
- It is important to note that the decision made by the Directors/Advisors is final.

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

### 3.20 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 study support team within College in order to ensure that the student is treated fairly and equally.

## 4.0 Section B – Attendance

4.1 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.

4.2 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 is the responsibility of the student's Progress Tutor, who will liaise with subject teachers.

### 4.3 Absences

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	E	Explained 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
Student arrived late to the lesson	L	Late
Student has been issued with a period of exclusion	X	Exclusion

### 4.4 Absence Procedures

#### 4.4.1 Absence Reporting

If a student is unable to come into college, a telephone call must be made to their Progress Tutor/Student Services 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 provide supporting evidence.

#### 4.4.2 Holidays during Term Time

Holidays during term time are not permitted. All absences due to late arrival from holiday after term breaks and holiday taken during term time will be marked as H in the register.

If the length of the absence is deemed excessive by the Trust, this case would then be reviewed by the senior leadership team and could lead to a withdrawal from college.

#### 4.4.1 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 they 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. Further information relating to exams can be found in the exams policy.

#### 4.5 **Work Experience, College Related Trips and Visits**

If a student is going to be absent from lessons because they have an activity planned in a different subject, it is expected that they 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.

#### 4.6 **Punctuality**

Student lateness is challenged and addressed by the classroom teacher. Students who arrive late to any lesson will be recorded by their subject teacher as **late** on their lesson register. Where punctuality becomes a concern, teachers will use the formal intervention and contract system. In addition, Progress Tutors will oversee any wider patterns of punctuality concerns and use the formal intervention and contract system to address them.

#### 4.7 **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.

#### 4.8 **Financial Support at NCLT**

##### **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 an annual threshold which will be published each year.

Application Forms can be obtained from the College website. 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% of the payment.

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 Trust's disciplinary procedures.

#### 4.9 **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:

##### 4.9.1 **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 Head of School /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.

##### 4.9.2 **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.
- Work with Progress Tutors to identify patterns and support interventions to improve attendance.

##### 4.9.3 **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/Head of School/Senior Progress Tutor to provide, where appropriate, an explanation for student absence.
- 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 Behaviour and Attendance Policy should be used to support students in improving their attendance.
- Progress Tutors will contact parents/carers where there are concerns around attendance.

#### 4.9.4 **Senior Progress Tutors**

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

#### 4.9.5 **Senior Manager**

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

### 4.10 **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.

#### 4.10.1 **A student comes into College to withdraw**

Following a discussion on the reasons for their decision, the Progress Tutor should complete a yellow withdrawal form. MIS complete the 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.

#### 4.10.2 **A student rings to let their 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 Senior Progress Tutor should inform MIS of the student's decision. The Progress Tutor should contact the student's next of kin to advise them about the withdrawal. 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).

#### 4.10.3 **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 Senior Progress Tutor 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 the Senior Leadership Team 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 a member of the Senior Leadership Team.

No student should be withdrawn from College without direct contact being made to ascertain their wellbeing and progression route.

## **5.0 Section C - Fitness to Study**

5.1 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.

5.2 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.

5.3 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.

### **5.4 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.

### **5.5 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.

### **5.6 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 have 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/carers in these decisions, however in certain extreme cases confidentiality will need to be respected if the student requests it. Tutors/Safeguarding Lead may refer 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/carers as soon as possible.

### **5.7 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 Directed Independent Learning (DIL), 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 Teams, 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.

Our default position, as a Trust, 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 /carers. Ideally, a clear consensus would 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/carers all agree that a student should withdraw then this will be actioned.

In these situations, we would always assure students and their parents/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 – Concerns are raised and communicated to student and NoK. A summary letter is sent, with targets and a copy of these procedures outlining concerns and seeking that targets are met. This is reviewed in 2 weeks. Where there has been improvement, pre stage 1 will remain in place.

Stage 1 – A meeting will be held within college to review time spent on pre stage 1. Targets will be re-set at the meeting. A summary letter will follow, with the agreed targets. Targets are reviewed 2 weeks later. If there is improvement, Stage 1 will remain in place. If there are concerns the student progresses to Stage 2.

Stage 2 -A further meeting takes place within college with NoK. Targets will be firmly re-set and continuing concerns will be outlined. A summary letter will follow, with the agreed targets. The situation will be reviewed 3 weeks later. If the agreed targets are not met the student will 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 withdraw, allow to re-start college the following academic year or continue with a further review point.

## **5.8 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/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

	<b>Intervention Stage</b>	<b>Sanction</b>
	<b>No Intervention</b>	You have shown commitment to your subjects through excellent attendance and achievement.
<b>1</b>	<b>Subject Intervention</b>	Concerns have been identified by your subject teacher. You will now be placed on a Subject Intervention. Targets will be set and your progress will be monitored by your teacher.
<b>2</b>	<b>Head of School Intervention</b>	You have not met your Subject Intervention targets therefore you will be placed on a Head of School intervention. The Head of School will set further targets and will monitor your progress towards them.
<b>3</b>	<b>Progress Tutor Intervention</b>	Concerns have been raised across two or more subjects or you have failed to meet your Head of School Intervention targets. You will now be placed on a Progress Tutor Intervention. Targets will be escalated and will include the removal of free periods.
<b>4</b>	<b>Senior Progress Tutor Contract</b>	Serious concerns have been raised about your commitment to college or you have failed to meet the targets of your Progress Tutor Intervention. Targets will be escalated further and you will be closely monitored by the Senior Progress Tutor.
<b>5</b>	<b>Senior Management Contract</b>	You have failed to address the serious concerns raised by staff and therefore will be placed on a Senior Management Contract. You will be given specific terms and conditions which must be met by you to remain in college. Failure to comply will result in exclusion for a set period.
<b>6</b>	<b>Principal Permanent Exclusion Notification</b>	You have persistently failed to meet targets set or address concerns about your commitment to college. This is the final notification that you will be permanently excluded from college if you do not meet the terms set out by the principal.

# Formal Intervention Procedures

## Subject Intervention (Stage 1)

### When will this be used?

- Sustained underachievement in monthly assessments.
- Attendance concerns.
- Low level disruption/attitude concerns.
- Failure to meet deadlines.

### How does it work?

- 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.

### Next steps

- 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.

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.

# Head of School Intervention (Stage 2)

## When will this be used?

- Failure to respond to Subject Contract Stage 1.

## How does it work?

- Head of School 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 Head of School 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/carers should be informed by telephone, letter 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 Senior Progress Tutor Contract.

# Senior Progress Tutor Contract (Stage 4)

## When will this be used?

When the 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 Senior Progress Tutor
- The Senior Progress Tutor sets out the targets which a student must adhere to in order to demonstrate their commitment to studying at New College and recorded on Cedar.
- The Senior Progress Tutor 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 Senior Progress Tutor Contract the Senior Progress Tutor may 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 Senior Progress Tutor Contract being extended.
- If necessary the student will be escalated to a Stage 5 Senior Management Contract.

## 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 Senior Progress Tutor and the student has not responded satisfactorily.
- When a one off incident has occurred where a student's behaviour is deemed to be not acceptable and of a more serious nature.
- At any time when a senior manager feels the student's behaviour needs monitoring at level.

### How does it work?

- A formal meeting takes place between the student and senior Manager.
- Parents/carers will also be notified by letter and may be invited into College for a meeting.
- The Senior Manager sets out the targets which a student must adhere to in order to demonstrate their commitment to studying at New College.
- The Senior Manager will monitor the student for a minimum of four weeks.
- The removal of non-contact time (as in Stage 4) will continue if deemed appropriate.
- **Failure to comply with the terms of the contract will result in a temporary exclusion.** (Length to be decided by the Senior Manager).

### 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 agreed targets will then 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.
- After a student is suspected of or involved in serious misconduct.

## 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.
- This will run for a minimum of four weeks.
- Any breach of the terms set out in this contract **will** result in the immediate exclusion of the student from College.

## Next steps:

- The student will be immediately notified of the permanent exclusion by a Senior Manager.
- Parents/carers will be informed either by telephone, letter or in person at a meeting.
- The Senior Manager involved in the decision to permanently exclude will ensure a meeting is arranged for the student (and parents/carers if appropriate) to receive careers advice from a member of the careers team at College.

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

Permanent Exclusion from College.

# Progression Contract

## When will this be used?

- If a student has raised significant concerns during Y12 and has escalated to at least a Stage 5 Contract.
- At the start of Y13 for the first term.

## How does it work?

- A formal meeting will take place between the student and Senior Manager.
- Parents/carers will be notified by letter and will also be invited into College to discuss the seriousness of the situation.
- The Senior Manager will set out the targets that the student must adhere to.

## Next steps:

- If the student responds positively to the targets set, the Senior Manager responsible for the contract will decide on the appropriate level of contract for further monitoring and target setting.

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

- Failure to meet the targets will result in a permanent exclusion from College.

**Appendix A**

**Trust Appeals Form**

Please complete the following:

Name of student	
Date of Permanent Exclusion	

Please state the reasons below why you are requesting an appeal to the decision to permanently exclude:

Student signature		Date:	
Or Parent/carers signature		Date:	

Please email this form to the Clerk of the Trust.

### Policy Status

<b>Policy Lead (Title)</b>	Trust Director for Curriculum and Education	<b>Review Period</b>	Every 3 years
<b>Reviewed By</b>	Trust Executive Team/ Board of Directors	<b>Equality Impact Assessment Completed (Y/N)</b>	N

### POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1	13/12/2019			NCLT College Staff, Students and Parents	
Version 2	TET 26/04/2022 BoD 09/05/2022			NCLT College Staff, Students and Parents	