

# Student Management Procedures

## Langley College

For the attention of:	All Staff
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## Our Mission

**Inspire ambition and make a positive difference to lives through learning.**

## Our Values

**Learners First** - placing the learner at the heart of all we do

**Community** - working collaboratively to achieve

**Empowering** - enabling all in a caring environment to achieve their full potential

**Excellence** - a culture of creativity, high expectations, ambition and aspiration

**Diversity** - celebrating diversity and inclusivity as a key to our success

**Integrity** - honesty, openness and trust at the heart of College life

**Respect** - showing fairness, courtesy and mutual respect

# STUDENT MANAGEMENT PROCEDURES – LANGLEY COLLEGE

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**This symbol appears throughout this document to highlight the key points and important details of these procedures**

## The College Mission & Values

The primary mission of The Windsor Forest Colleges Group is to:

***Inspire ambition and make a positive difference to lives through learning.***

**Our values are:**

- **Learners First** – placing the learner at the heart of all we do.
- **Community** – working collaboratively to achieve
- **Empowering** – enabling all in a caring environment to achieve their full potential
- **Excellence** – a culture of creativity, high expectations, ambition and aspiration
- **Diversity** – celebrating diversity and inclusivity as a key to our success
- **Integrity** – honesty, openness and trust at the heart of College life
- **Respect** – showing fairness, courtesy and mutual respect

## Creating A Positive Environment For Student Success And Personal Development

The Windsor Forest Colleges Group is committed to providing a peaceful and productive learning environment in which students can give their best, participate fully in all aspects of College life and be successful.

The Student Management Procedures are designed to:

- Focus, wherever possible, on positive interventions that support students to get back on track, enabling them to achieve and to be successful
- Prepare students for life and work by setting expectations that will help them to be successful in employment, higher education and society
- Provide a safe and harmonious environment where students are not subject to bullying or other negative behaviours which may impact on their ability to reach their potential
- Ensure fairness and consistency in the way all students are managed following academic and behavioural concerns
- Encourage all students to meet the appropriate and reasonable standards of conduct, attendance and work performance required by the College as set out in College policies, rules and regulations
- Ensure transparency and clarity for students about what is expected of them

The College is also part of a wider local community and when appropriate we will take action as a result of unacceptable behaviour, or behaviour which brings the College into disrepute, in local and surrounding areas.

Academic and behavioural expectations apply whether students are in the College building or grounds, undertaking an apprenticeship or work experience with an employer, on a trip, in the local area during college hours or anywhere else where they are occupying the role of a student of Strode's College.

## The Student Contract & Standards for Success

The Student Contract<sup>1</sup>, which all full time students sign, and the College's Standards for Success, set out clearly the attitudes, values and behaviours that are expected from all staff and students attending, enrolled or working at any college within the Windsor Forest Colleges Group<sup>2</sup>.

### Standards for Success Statement<sup>3</sup>

We want you to succeed. To help you reach your potential and your goals, we ask you to be aware of the following expectations about your behaviour.

These expectations apply to you whether you are in the college building or grounds, undertaking an apprenticeship or work experience with an employer, on a trip, in the local area during college hours and anywhere else you go as a student of The Windsor Forest Colleges Group.

### BEHAVIOURS WE WILL ALWAYS PROMOTE

- Good attendance – Aim for 100%
- Meeting all your deadlines
- Being on time, every time
- Being ready and prepared to learn
- Respecting yourself, other students and College staff
- Working hard, being the best you can, and never giving up

### BEHAVIOURS WE WILL ALWAYS CHALLENGE

- Bullying and Harassment (including online)
- Causing disruption to classes or in College
- Disrespecting others or the college environment
- Swearing and the use of offensive language
- Using phones or mobile devices for personal reasons in class
- Non-attendance and leaving classes early

### To further support student success, the College will provide:

- Help and advice in choosing a course where you can be happy and successful
- A good introduction to the College, and information about the services we provide
- Skilled teachers and support staff
- Extra help with your learning if you need it, and support with any other problems
- Fair treatment and respect in all parts of college life
- Information on how you are doing on your course
- A safe and healthy place to learn
- Chances to say what you think about the college and your courses
- Help in deciding about your future and next steps
- Further support, by working with your parents/carers if appropriate
- Opportunities to take part in additional events, trips and activities to add to your skills, experience and CV

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<sup>1</sup> See Appendix 7

<sup>2</sup> The content and ethos of the Civility Code, used previously at Windsor and Langley Colleges, has been subsumed into these documents, and is therefore no longer in use.

<sup>3</sup> See also Appendix 6

## **Fostering a culture of resilience and preparation for work**

The College's Student Management Procedures are underpinned by the view that we will always aim to intervene early when problems emerge, but that we will also educate students to develop their own resilience to deal with personal difficulties or challenges as a route to their academic success and these important employability skills and attributes.

## **Anti-bullying and harassment**

The College has a zero tolerance policy towards bullying and harassment and works hard to create a positive and welcoming place for all students to study and flourish within. Robust action will be taken in response to instances of bullying under the Misconduct Procedures below and may lead to permanent exclusion. The College is also committed to supporting students to make positive and safe decisions, including around the use of social media, and provides guidance on this.

## **Students in difficulty due to medical conditions**

As part of the academic support procedures (see below), and regardless of a student's situation, the College requires each student to meet the expectations set out in the Student Contract and the Standards for Success. If a student's academic progress is hindered (including their ability to attend regularly) by a serious illness or medical condition, including poor emotional or mental health, he or she will be supported through the College's Fitness to Study procedures (see Appendix 8). These procedures recognise the challenges of studying with a health condition and are designed to find sensitive and appropriate ways to support students, as well as providing clarity around the College's position on the limits of the support that can be offered.

Students who mention poor mental health as a contributing factor to poor behaviour should be notified to the Head of Tutoring, Learning Centre Coordinator and Learning Support Manager. Any student using a health condition as mitigation within the misconduct procedures should a) have informed the College previously of the challenges they are facing and b) should provide written confirmation of the impact of their illness from their GP or other appropriate medical professional.

## **Preventing violent extremism**

The College has a duty to ensure that nobody in the college community is drawn into violent extremism. This duty includes educating students to understand British Values and the role they play in supporting these. Any student who is thought to be at risk of radicalisation is likely to be supported under our safeguarding procedures, as well as managed under the misconduct procedures below, depending on the circumstances.

## **Students with complex personal histories or Social, Emotional and Behavioural difficulties (SEB)**

The College recognises that some students have diagnosed learning difficulties or SEB difficulties, which may impact on their behaviour. It also recognises that many students come from challenging and diverse backgrounds, which may mean they struggle to reach the required standard of performance and conduct (for example, Children in Care and those new to the UK having travelled from areas where they have experienced significant trauma).

The Student Contract and all other expectations around behaviour still apply to these students, and difficult personal backgrounds do not excuse behaviour that puts the safety or

wellbeing of others at risk, or that contradicts the values of the College. However, where a student has declared a need in this area, relevant support will be provided to try to prevent him/her becoming subject to these procedures.

Should a student with a profile of this type be subject to misconduct procedures that do not result in exclusion, they will receive further support to meet any targets/conditions set as a result of any academic or disciplinary hearing, and to prevent reoccurrence of breaches of the student contract or College Values.

For more information on additional actions required for the support of some vulnerable students within these procedures, see Appendix 9.



# The Student Management Procedures

## Introduction



Student Management Procedures for the college group deal separately with academic and misconduct issues. This ensures that we do not treat academic concerns, e.g. non-submission of work or poor attendance, in the same way, and using the same sanctions, as very poor behaviour, e.g. fighting or otherwise bringing the College into disrepute.

The Student Management Procedures are therefore in two parts.

## Part 1 – Academic Support Procedures

This section relates to academic support procedures which are designed to take a supportive approach to problems a student is experiencing with their academic performance<sup>4</sup>. They aim to ensure students are helped to get back on track as soon as possible and are aware of the possible consequences of non-attendance, falling behind with course work or not addressing the issue of concern.

## Part 2 - Misconduct Procedures

This section deals with student misconduct and describes disciplinary action that will be taken if students fail to meet the College's minimum standards of behaviour, for example, fighting, damaging College property, refusing to follow College ID policies.

## Who do these procedures apply to?



*These Student Management Procedures apply to all enrolled students, including 16-18 year olds, work-based learners, adults, apprentices, 14-16 year olds and HE students.*

Additional arrangements for students such as 14-16 year olds and Children in Care, where we have reporting requirements related to local authorities, are set out in Appendix 8.

## Consultation and Review

These procedures have been through consultation with students and staff, have been agreed by the Senior Leadership Team and will be reviewed on an annual basis.

## Availability of the procedures

These procedures will be available on the Staff Intranet/Staff Moodle. Summaries for staff, students and parents/carers are also available (see Appendices 9 and 10).

## Use of ProMonitor

The procedures set out in this booklet are mirrored in the structure of the ProMonitor system which is being introduced to the College in August 2018.

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<sup>4</sup> Academic performance relates to a student's performance on their course, and applies to all programme types and elements, whether the programme is academic or vocational, classroom or work based, and includes Core Studies, maths and English where these are part of a student's programme. Academic support procedures apply to longer-term predictions such as being on track with submission of work, and whether a student will pass their course, as well as the specific issues mentioned below.

**Staff should always use ProMonitor when working with students within these procedures.**



*Staff must **always** record actions related to the use of formal procedures on ProMonitor, in the Student Management section. This ensures that all actions are logged and enables communications with parents/carers, and across college. **This is imperative as effective resolutions of serious concerns rely on well-documented evidence and timelines of previous actions.***

At each stage of the academic support or misconduct procedures, staff will be able to download from ProMonitor a Microsoft Word version of the details they have entered, populated onto the appropriate template (e.g. a formal letter or notification). This can be sent if needed as a hard copy to parents/carers of students under 19.

The module which supports the Student Management Procedures on ProMonitor has been set up so that students and relevant staff automatically receive alerts about each stage as required.

Where there are references in this document to keeping records on a student file, this refers to their **individual electronic file** as held within ProMonitor. A duplicate record may also be kept in a student hard copy file if the curriculum area chooses to do so, but this must be in addition to, rather than in place of, the ProMonitor record. Nothing should be held in hard copy files that is not in place on ProMonitor.

If curriculum areas or individuals keep additional hard copy records, due care and responsibility should be taken in terms of confidentiality and GDPR requirements.

Staff should always use the student comments section on the ILP to record any comments or observations relating to the student who is subject to the student management procedures. This allows the secure sharing of information with other relevant staff. Staff recording student comments should do so with appropriate reference to sensitivity and with the understanding that students have a right to see all information held about them if they request it.

A link to a guide on how to use the relevant parts of ProMonitor for recording student management actions is available at Appendix 11, and also on the Staff Intranet/Staff Moodle.

Questions can also be emailed to [ILP.queries@windsor-forest.ac.uk](mailto:ILP.queries@windsor-forest.ac.uk), or one of the following staff can put you in touch with someone who can help:

- Head of Safeguarding and Wellbeing
- Assistant Principal Student Services

## Part 1 – Academic Support Procedures

Academic Support Procedures aim to:

- Ensure all students are supported to achieve their potential, continue on their agreed/chosen courses, and meet College expectations
- Promote a proactive and timely approach to dealing with student academic concerns, based on an understanding that motivational dialogue between staff and the student is the most effective way to resolve issues
- Enable a student to review his/her academic performance, to understand why that performance is not at the expected level, and to bring about change to reach an agreed standard within a specified time.



*If a student is struggling with their studies they will move through four stages (A1 – A4), with the emphasis on getting them back on track.*

Failure by the student to comply with any agreements and/or targets reached at each stage will result in them being referred to the next stage.

If an academic concern becomes very serious in a short period of time, then a student will not go through the different stages of the procedures but can be escalated to a higher level immediately.

### Staff Responsibility



*Curriculum staff (teachers, lecturers, personal tutors) have the primary responsibility for monitoring and tracking student progress to ensure each student successfully completes his/her course and qualification.*

Experience shows that early and constructive action leads to effective intervention and successful students.

Staff must be proactive at all stages by raising any issues and following the procedures as set out below. Any concerns about student performance must always be dealt with by the relevant member of staff as quickly as possible.

### Attendance at Core Studies, Maths, and English



*Where a student is undertaking Core Studies, Maths and/or English as part of their programme of study, their attendance, progress and participation in these classes should be viewed with the same degree of seriousness as within their primary course. These procedures should be applied in the same way for all elements of any individual's study programme.*

### Issues covered by Academic Support Procedures

Concerns that can be addressed using the academic support procedures include, but are not limited to, the following:

- Frequent lateness or persistent poor attendance
- Persistent / unreasonable / extended unauthorised absence
- Failure to complete homework and/or hand in coursework by agreed specified deadlines
- Low level, persistent disruption (including the use of personal mobile devices when inappropriate), irritating behaviour which makes learning difficult for other students

- Persistent poor attitude to learning
- Unsatisfactory performance on work placement
- Cheating<sup>5</sup>

### **Initial and Informal Interventions**

Before moving into the formal procedures, it is expected that teachers and personal tutors will have:

- a) made students aware of the consequences of poor academic performance and the procedures that will be followed if they persist in not meeting minimum expectations
- b) taken a timely and supportive approach to trying to resolve the situation informally.

Informal intervention should initially take place when:

- A student is not meeting expected standards e.g. not completing homework, missing a class or insufficient effort or concentration in lessons
- A student is not meeting expected standards in Core Studies e.g. missing classes

Staff will have their own methods of intervening informally at an early stage when students are not performing satisfactorily, and this may vary depending on the needs of the student in question. However, it is recommended that the following points are covered during all informal interventions:

- The area of concern is discussed directly with the student by a member of curriculum staff, or personal tutor if the problem relates to Core Studies. This enables isolated incidents to be dealt with quickly and gives the student an immediate opportunity to improve their performance
- Targets for improvement are set if appropriate; the student is made aware of how targets will be monitored, when and by whom
- The conversation is carried out positively and in private
- The consequences of continuing poor performance are outlined clearly

**Please ensure that the student is clear they have the choice to make improvements in their own interests - failure to act could lead to them being asked to leave College.**

Note: It may be appropriate to seek advice from the Learning Support team where a student has an EHCP, identified learning needs or learning difficulties.

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<sup>5</sup> Serious cases of plagiarism should be dealt with under the misconduct procedures below. Where plagiarism is discovered or suspected in the case of a student on a Higher Education course, the processes of the partner university will also apply. Any such cases should be raised immediately with the HE and Quality Manager.

## Academic Support Procedures: The Stages

The following procedures should be implemented if insufficient effort or improvement has been made as a result of informal intervention.

The exception to this is one-off serious incidents, such as cheating, plagiarism or significant classroom disruption, which cannot be predicted and where there is no potential for informal intervention prior to the incident. In such cases, the student can be referred directly to the appropriate stage of the formal procedures below, or to the misconduct procedures, depending on the type and severity of the incident.

There are five formal stages in the academic support procedures, A1 – A4 as described below, and a fifth stage relating to withdrawal from courses and/or from the College.

It is likely that students will move up through each stage but the College reserves the right to move a student to a higher stage without finishing a previous stage, if the concern is considered serious enough.

### ACADEMIC SUPPORT STAGE 1 (A1)

A student is issued with a Stage 1 warning (A1) if they fail to make significant progress following support during informal intervention and discussions with curriculum staff or the personal tutor. **Staff should impress on students that moving onto these stages is serious, with a number of potential outcomes including withdrawal from College.**

Students should also understand that if they are on a two-year course or wish to progress to a higher-level course in the College, good attendance, attitude to learning and behaviour records will be taken into account.

#### Examples of issues that should be addressed at Stage 1 (A1)

- A student's attendance levels within a subject (or units if a BTEC course) or Tutorial are a cause of concern and/or are not meeting College targets i.e. authorised and actual attendance targets
- Targets previously agreed and set have not been met as evidenced by the subject teacher(s)/personal tutor in Learner Notes on ProMonitor
- The student continues to underperform in one or more subjects/units and up to three A1s have been issued
- Concerns raised by subject teachers or personal tutor have been on-going for at least two weeks

***It is suggested that a maximum of three A1 warnings are issued per subject/unit over the course of an academic year - a student should be escalated to Stage 2 if problems persist.*** This, however, is a suggestion and subject staff and personal tutors should use their judgment about escalating the concern.



***Teaching staff and personal tutors should remember that they retain the primary responsibility for monitoring and tracking student progress to ensure each learner successfully completes their courses and qualifications and that they retain this responsibility even if a student moves up the stages.***



Responsibility for **issuing** and monitoring A1s is with the Subject Teacher or Personal Tutor.

**A1s expire at the end of each academic year or when targets have been met.**

The process and staff responsibilities at A1 are summarised as follows:

Formal Meeting Required?	<b>x</b>	Targets to be set?	<b>✓</b>
Parents/Carers Informed?	<b>If required</b>	Recorded on ProMonitor?	<b>✓</b>

Lead Staff Member for A1	<b>Teacher or Personal Tutor</b>
Responsibility for collation of information	<b>Teacher or Personal Tutor</b>

Procedure Steps		Who does this?
ISSUING OF A1		
1	Identification of on-going Concern	<ul style="list-style-type: none"> <li>Teacher or Lecturer</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
2	Have an informal discussion with the student, making him/her aware that they are now within formal procedures and an A1 is being issued	<ul style="list-style-type: none"> <li>Teacher or Lecturer</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
3	Set targets and review dates	<ul style="list-style-type: none"> <li>Teacher or Lecturer</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
4	Identify any beneficial extra support requirements, e.g. study skills in Learning Centre, and incorporate engagement with these within targets	<ul style="list-style-type: none"> <li>Teacher or Lecturer</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
5	Complete A1 on ProMonitor	<ul style="list-style-type: none"> <li>Teacher or Lecturer</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
MONITORING OF A1		
6	Monitor targets and update ProMonitor as required. Ensure progress against agreed targets is clearly documented	<ul style="list-style-type: none"> <li>Teacher or Lecturer</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
7	Within subject areas, and in liaison with Personal Tutor, holistically/centrally check and monitor number of A1s issued, and if there is an emerging concern within one subject or across several subjects, discuss with Head of Department. If appropriate, recommend to Head of Department that student is elevated to Stage 2 (A2)	<ul style="list-style-type: none"> <li>Teacher or Lecturer, in liaison with Personal Tutor</li> </ul>
8	If concern is within Tutorial, monitor number of A1s issued, and if there is a continuing concern, discuss with Head of Tutoring. If appropriate, recommend	<ul style="list-style-type: none"> <li>Personal Tutor</li> </ul>

	to Head of Tutoring that the student is elevated to Stage 2 (A2)	
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## ACADEMIC SUPPORT STAGE 2 (A2)

A student moves to an A2 when it is clear that they have not met the agreed targets set out at A1 **or** there are more than three A1s issued in a short period of time and concerns continue.

There must be a clear evidence trail that discussions and actions have been appropriately taken by the Subject Teacher(s)/Personal Tutor(s) at A1 meetings.

Note: it is possible that students may have A2s in more than one subject concurrently.

**Staff should impress on students that moving onto these stages is serious with a number of potential outcomes, including being withdrawn from College.**

Students should also understand that if they are on a two-year course or wish to progress to a higher-level course in the College, good attendance, attitude to learning and behaviour record will be taken into to account.

### Examples of issues that should be addressed at Stage 2 (A2)

- The student fails to make significant progress and continues to cause concern.
- The targets from A1 have not been met by the student and the Subject Teacher/Personal Tutor therefore requests to HOD a move to A2
- The student's attendance levels in one or more subjects or Tutorial continue to be a cause of concern and/or are not meeting College targets
- Concerns raised by the subject teacher(s)/Personal Tutor have been on-going for at least three weeks. This includes not attending Tutorial sessions



*Teaching staff and personal tutors should remember that they retain the **primary responsibility for monitoring and tracking student progress** to ensure each learner successfully completes their courses and qualifications and that they retain this responsibility even if a student moves up the stages.*

Responsibility for **issuing** and monitoring A2 is with the Head of Department or Personal Tutor. The relevant Head of Department must agree the move to A2 and the Head of Tutoring should be informed and may choose to be involved and attend any relevant meeting.

**A2s expire at the end of each academic year or when all relevant targets have been met.**

**The process and staff responsibilities at A2 are summarised as follows:**

Formal Meeting Required?	✓	Targets to be set?	✓
Parents/Carers Informed?	✓	Recorded on ProMonitor?	✓
Lead Staff Member for A2		Head of Dept. with Personal Tutor	
Responsibility for collation of information		Teacher or Personal Tutor	



Procedure Steps		Who does this?
ISSUING OF A2		
1	Identification of on-going concern/high numbers of A1s and/or failure by student to meet A1 targets set. Evidence of communication, support and actions at A1 is in place	<ul style="list-style-type: none"> <li>Teacher or Lecturer or</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
2	Subject teacher seeks agreement from Head of Department (or Head of Tutoring if concern is within Tutorial) that student is moving to A2	<ul style="list-style-type: none"> <li>Head of Department or</li> <li>Head of Tutoring (if concern relates to Tutorial)</li> </ul>
3	Subject Teacher and Personal Tutor prepare evidence <sup>6</sup> (Personal Tutor reviews whole programme and brings information to this discussion).	<ul style="list-style-type: none"> <li>Teacher or Lecturer and</li> <li>Personal Tutor</li> </ul>
4	Contact parent/carer to discuss concerns. <sup>7</sup>	<ul style="list-style-type: none"> <li>Teacher or Lecturer or</li> <li>Personal Tutor</li> </ul>
5	Hold review meeting with student, making them aware that they are now within formal procedures and an A2 is being issued. Concerns should be discussed and new targets issued.	<ul style="list-style-type: none"> <li>Head of Department with</li> <li>Teacher or Lecturer and/or</li> <li>Personal Tutor</li> </ul>
6	Set targets/action plan and corresponding review dates. Ensure Student is clear about these and knows how to access them on ProMonitor	<ul style="list-style-type: none"> <li>Teacher or Lecturer or</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
7	Identify any beneficial extra support requirements, e.g. study skills in Learning Centre, and incorporate engagement with these within targets	<ul style="list-style-type: none"> <li>Teacher or Lecturer or</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
8	Complete A2 on ProMonitor and ensure a copy is sent to the parent or carer	<ul style="list-style-type: none"> <li>Teacher or Lecturer or</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>
MONITORING OF A2		
9	Monitor targets and update ProMonitor as required. Ensure progress against agreed targets is clearly documented	<ul style="list-style-type: none"> <li>Teacher or Lecturer or</li> <li>Personal Tutor (if concern relates to Tutorial)</li> </ul>

### ACADEMIC SUPPORT STAGE 3 (A3)

A student moves to A3 when it is clear they have not met the agreed targets and review dates set out at A2, and there are serious concerns across their whole programme. There

<sup>6</sup> Use review form in Appendix 1 to record holistic view of student performance

<sup>7</sup> If the student is a Child in Care, a child aged 14-16 or a child who may be vulnerable and supported by the local authority, the appropriate external colleagues should also be made aware (see Appendix 8)



must be a clear evidence trail that discussions and actions have been appropriately taken at A2.

**Staff should impress on students that moving onto these stages is serious with a number of potential outcomes, including being withdrawn from College.**

Students should also understand that if they are on a two-year course or wish to progress to a higher-level course in the College, good attendance, attitude to learning and behaviour record will be taken into account.

### **Examples of issues that should be addressed at Stage 3 (A3)**

- The student fails to make significant progress and continues to cause concern in more than one subject.
- The student has been a cause for concern for over four weeks and has been closely monitored
- The targets from A2 have not been met by the student and the Subject Teacher/Personal Tutor requests a move to A3
- Restart student who requires monitoring from beginning of a new programme (see page 20)

Teaching staff and personal tutors should remember that they retain the **primary responsibility for monitoring and tracking student progress** to ensure each student successfully completes their courses and qualifications and that they retain this responsibility even if a student moves up the stages.

Responsibility for **issuing** an A3 is with the Head of Department with the Head of Tutoring. The Head of Department must agree the move to A3 and the Director of Curriculum should be informed and may choose to be involved and attend any relevant meeting

**A3s do not expire during the student's time at College.**

**The process and staff responsibilities at A3 are summarised as follows:**

Formal Meeting Required?	✓	Targets to be set?	✓
Parents/Carers Informed?	✓	Recorded on ProMonitor?	✓

Lead Staff Member for A3	<b>Tutor Team Leader or Head of Tutoring</b>
Responsibility for collation of information	<b>Teachers and Personal Tutor</b>

Procedure Steps		Who does this?
ISSUING OF A3		
1	Identification of on-going concern and/or failure by student to meet A2 targets set. Evidence of communication, support and actions at A2 is in place	<ul style="list-style-type: none"> <li>• Teacher or Lecturer and/or</li> <li>• Personal Tutor</li> </ul>
2	Seek agreement from Head of Department (or Head of Tutoring if concern is within Tutorial) that student is moving to A3	<ul style="list-style-type: none"> <li>• Teacher or Lecturer and/or</li> <li>• Personal Tutor</li> <li>• Head of Tutoring</li> <li>• Director of Tutoring</li> </ul>

3	Personal Tutor prepares evidence <sup>8</sup> (Personal Tutor and/or Head of Tutoring reviews whole programme and presents evidence at panel).	<ul style="list-style-type: none"> <li>• Personal Tutor</li> <li>• Head of Tutoring</li> </ul>
4	Contact parent/carer to discuss concerns and invite to review meeting.	<ul style="list-style-type: none"> <li>• Head of Tutoring</li> <li>• Director of Tutoring</li> <li>• Head of Department</li> </ul>
5	Hold review meeting with student, plus parent/carer <sup>9</sup> , making them aware that they are now within formal procedures and an A4 (final warning) is being issued. Concerns should be discussed and new targets issued.	<ul style="list-style-type: none"> <li>• Head of Department</li> <li>• Personal Tutor</li> <li>• Head of Tutoring</li> <li>• Director of Tutoring</li> </ul>
6	Set targets/action plan and corresponding review dates. Ensure Student is clear about these and knows how to access them on ProMonitor	<ul style="list-style-type: none"> <li>• Head of Department</li> <li>• Head of Tutoring</li> <li>• Director of Tutoring</li> <li>• Other review meeting member as above</li> </ul>
7	Identify any beneficial extra support requirements, e.g. study skills in Learning Centre, and incorporate engagement with these within targets	<ul style="list-style-type: none"> <li>• Head of Tutoring/Director of Tutoring with</li> <li>• Other review meeting member as above</li> </ul>
8	Complete A3 on ProMonitor and ensure a copy is sent to the parent or carer	<ul style="list-style-type: none"> <li>• Head of Tutoring/Director of Tutoring with</li> <li>• Other review meeting member as above</li> </ul>
<b>MONITORING OF A3</b>		
9	Monitor targets (2 weeks) and update ProMonitor as required. Ensure progress against agreed targets is clearly documented	<ul style="list-style-type: none"> <li>• Head of Tutoring</li> <li>• Director of Tutoring</li> <li>• Personal Tutor</li> </ul>

#### **ACADEMIC SUPPORT STAGE 4 (A4) (FINAL WARNING)**

A student moves to A4 (final warning) when they have not met the agreed targets and review dates set out at A3.

There must be a clear evidence trail on ProMonitor that discussions and actions have been appropriately taken by the Head of Department, Personal Tutor, Subject Teacher, and Head of Tutoring at A3. The Head of Department and Head of Tutoring/Director of Tutoring must be aware and supportive of the move to A4.

**Staff should impress on students that moving to A4 is very serious and is potentially a final warning before being asked to leave College.**

<sup>8</sup> Use review form in Appendix 1 to record holistic view of student performance

<sup>9</sup> If the student is a Child in Care, a child aged 14-16 or a child who may be vulnerable and supported by the local authority, the appropriate external colleagues should also be made aware (see Appendix 8)

## Examples of issues that should be addressed at Stage 4 (A4)

- Student fails to meet the terms set out in the A3 action plan
- Continuing attendance and progress concerns identified and not resolved
- Restart student who requires monitoring from beginning of a new programme

Teaching staff and personal tutors should remember that they retain the **primary responsibility for monitoring and tracking student progress** to ensure each learner successfully completes their courses and qualifications and that they retain this responsibility even if a student moves up the stages.

Responsibility for **issuing** an A4 is with the Director of Curriculum/Director of Tutoring who, if targets are not met, will ultimately make a final recommendation to the Assistant Principal Student Services or Assistant Principal Further Education.

**A4s expire at the end of the student's time at College.**

**The process and staff responsibilities at A4 are summarised as follows:**

Formal Meeting Required?	✓	Targets to be set?	✓
Parents/Carers Informed?	✓	Recorded on ProMonitor?	✓

Lead Staff Member for A4	<b>Director</b>
Responsibility for collation of information	<b>Tutor Team Leader</b>

Procedure Steps		Who does this?
ISSUING OF A4		
1	Identification of on-going concern and/or failure by student to meet A3 targets set. Evidence of communication, support and actions at A3 is in place	<ul style="list-style-type: none"> <li>• Teacher or Lecturer and/or</li> <li>• Personal Tutor</li> <li>• Head of Tutoring</li> </ul>
2	Seek agreement from Director of Curriculum and Head of Department (or Head of Tutoring if concern is within Tutorial) that student is moved to A4.	<ul style="list-style-type: none"> <li>• Teacher or Lecturer and/or</li> <li>• Personal Tutor</li> <li>• Head of Tutoring</li> </ul>
3	Personal Tutor reviews evidence <sup>10</sup> (Personal Tutor/Head of Tutoring reviews whole programme and brings information to this discussion).	<ul style="list-style-type: none"> <li>• Personal Tutor</li> <li>• Head of Tutoring</li> </ul>
4	Contact parent/carer to discuss concerns and invite to review meeting <sup>11</sup> .	<ul style="list-style-type: none"> <li>• Head of Tutoring</li> <li>• Head of Department</li> </ul>

<sup>10</sup> Use review form in Appendix 1 to record holistic view of student performance

<sup>11</sup> If the student is a Child in Care, a child aged 14-16 or a child who may be vulnerable and supported by the local authority, the appropriate external colleagues should also be made aware (see Appendix 8)

5	Hold review meeting with student, plus parent/carer, making them aware that they are now within formal procedures and an A4 is being issued. Concerns should be discussed and new targets issued.	<ul style="list-style-type: none"> <li>• Director of Curriculum (usual lead)</li> <li>• Head of Tutoring</li> <li>• Director of Tutoring</li> <li>• Head of Department</li> </ul>
6	Set targets/action plan and corresponding review dates. Ensure Student is clear about these and knows how to access them on ProMonitor. Reinforce the potential consequences of not meeting these targets.	<ul style="list-style-type: none"> <li>• Director of Curriculum/Head of Tutoring with</li> <li>• Other review meeting member as above</li> </ul>
7	Identify any beneficial extra support requirements, e.g. study skills in Learning Centre, and incorporate engagement with these within targets	<ul style="list-style-type: none"> <li>• Director of Curriculum/Head of Tutoring with</li> <li>• Other review meeting member as above</li> </ul>
8	Complete A4 on ProMonitor	<ul style="list-style-type: none"> <li>• Head of Tutoring with</li> <li>• Other review meeting member as above</li> </ul>
<b>MONITORING OF A4</b>		
9	Monitor targets (2 weeks) and update ProMonitor as required. Ensure progress against agreed targets is clearly documented	<ul style="list-style-type: none"> <li>• Head of Tutoring with</li> <li>• Other review meeting member as above</li> </ul>

## Restart Students

A restart student has usually started a new programme in different subjects or is restarting College after a break due to medical or health issues.

Restart Students may also be placed at A3 or A4 where a request to restart has been accepted but there were previously serious concerns about the student's progress and risk to their achievement. Restart students are at significant risk of not succeeding and this measure ensures that there is close monitoring of the student's progress and that support is put in place immediately from the commencement of the new programme.

## Withdrawal Stage: Student asked to leave course or College<sup>12</sup>

If it becomes clear that a student has not met the agreed targets by the review dates set out at A4, a recommendation can be made to the Assistant Principal Further Education and/or Assistant Principal Student Services that the student should be withdrawn.

There must be a clear evidence trail that discussions and actions have been appropriately taken by the Director of Curriculum/Head of Tutoring and Subject Teacher(s)/Head of Department at A3 and A4.

<sup>12</sup> See Page 25 for withdrawal from an individual subject or unit

## Examples of issues that should be addressed at Withdrawal Stage

- Student has not met terms of targets set at A4 despite the final warning.

Responsibility for making the recommendation for withdrawal is with the Director of Curriculum who oversaw Stage 4 and/or the Head of Tutoring.

Responsibility for decision-making at the withdrawal stage of the Academic Support Procedures is with the Assistant Principal Further Education and/or the Assistant Principal Student Services.

A meeting is not normally held at this stage as the Assistant Principal will usually confirm the decision of the A4 panel. A meeting however could be called if the Assistant Principal thinks it is appropriate.

**The process and staff responsibilities at the Withdrawal Stage are summarised as follows:**

Formal Meeting Required?	<b>AP Decision</b>	Targets to be set?	✘
Parents/Carers Informed?	✓	Recorded on ProMonitor?	✓

Lead Staff Member for Withdrawal Stage	<b>Assistant Principal</b>
Responsibility for collation of information	<b>Director and Tutor Team Leader</b>

Procedure Steps		Who does this?
IMPLEMENTATION OF WITHDRAWAL STAGE		
1	Identification of on-going concern and failure by student to meet A4 targets set. Evidence of communication, support and actions at A4 is in place	<ul style="list-style-type: none"> <li>• Director of Curriculum</li> <li>• Director of Tutoring</li> <li>• Head of Department</li> <li>• Head of Tutoring</li> </ul>
2	Recommendation of withdrawal made to Assistant Principal Further Education or Assistant Principal Student Services	<ul style="list-style-type: none"> <li>• Director of Curriculum</li> <li>• Director of Tutoring</li> <li>• Head of Department</li> <li>• Head of Tutoring</li> </ul>
3	Provide evidence and appropriate information to support recommendation	<ul style="list-style-type: none"> <li>• Director of Curriculum</li> <li>• Director of Tutoring</li> <li>• Head of Tutoring</li> <li>• Head of Department</li> </ul>
4	Contact parent/carer to inform of recommendation <sup>13</sup>	<ul style="list-style-type: none"> <li>• Director of Curriculum</li> <li>• Head of Department</li> <li>• Head of Tutoring</li> </ul>
5	Final decision made. In some cases, the Assistant Principal may decide to convene a meeting with the student and parent/carer to confirm the decision and offer advice.	<ul style="list-style-type: none"> <li>• Assistant Principal Further Education</li> <li>• Assistant Principal Student Services</li> </ul>
6	If the decision is to withdraw the student, this will be confirmed in writing.  A restart may be agreed.	<ul style="list-style-type: none"> <li>• Assistant Principal Further Education</li> <li>• Assistant Principal Student Services</li> </ul>
7	Student is given information about the appeals' procedure	<ul style="list-style-type: none"> <li>• Assistant Principal Further Education</li> </ul>
8	If the decision is that the student is to be allowed more time at A4, the case is referred back to the Director of Curriculum. The Assistant Principal and Director will agree targets and deadlines.  If more targets are set, monitor targets and update ProMonitor as required. Ensure progress against agreed targets is clearly documented	<ul style="list-style-type: none"> <li>• Assistant Principal Further Education</li> <li>• Assistant Principal Student Services</li> <li>• Director of Curriculum</li> </ul> <ul style="list-style-type: none"> <li>• Director of Curriculum</li> <li>• Head of Tutoring</li> <li>• Head of Department</li> </ul>
9	Complete Withdrawal Stage section on ProMonitor	<ul style="list-style-type: none"> <li>• Assistant Principal Further Education</li> <li>• Assistant Principal Student Services</li> </ul>

<sup>13</sup> If the student is a Child in Care, a child aged 14-16 or a child who may be vulnerable and supported by the local authority, the appropriate external colleagues should also be made aware (see appendix 8)

## **Procedures for Withdrawal Stage Meetings**

If the Assistant Principal chooses to hold a meeting at the withdrawal stage, the following procedure will be followed:

- The Assistant Principal will chair the meeting and will ensure that the student is provided with a copy of all documented evidence being considered, at least two working days before the meeting is due to take place (unless notice period has been waived).
- The student has the right to submit written documentation regarding the case.
- Students will be encouraged to come to the meeting with a parent, guardian or other responsible adult.
- Legal representation will not be permitted unless agreed by a member of the Senior Leadership Team, in writing, in advance of the meeting.

## **Appeals Procedure for Withdrawal under the Academic Support Procedures**

All students have a right to appeal against an Assistant Principal's decision to withdraw them.

Appeals hearings are managed/chaired by the Principal.<sup>14</sup>

### **Notice of Appeal**

The request to appeal should be made in writing and lodged with the Principal's office within 10 working days of the decision.

If no appeal is made within the time allowed there will be no further opportunity for a student's case to be considered.

An accurate and up to date file of case history leading to the withdrawal stage must be provided to the Principal within 24 hours of the Notice of Appeal being received.

### **Appeal Hearing**

The Principal's office will inform the student, giving 5 working days' notice, of the following:

- The date and time of the hearing
- The student's right to attend
- The student's right to representation
- The fact that the hearing may proceed in their absence
- Details of college staff who may be at the hearing

The appeal hearing will take place within five working days of the notice of appeal being lodged.

The final decision of the Principal will be reached within five working days of the appeal hearing and confirmed in writing to the student, parents/guardian and employer/sponsor, if appropriate and relevant, and also to the relevant Director of Curriculum.

The Principal's office will complete the relevant section of ProMonitor to confirm the decision.

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<sup>14</sup> All references to 'The Principal' within this document refer to either the Principal OR the Group Principal and CEO. Either might chair an appeal hearing, depending on availability and the student's area/college of study

The decision of the Principal in response to an appeal is final.

The Director of Sixth Form or the Head of Tutoring will, if the decision to withdraw is upheld, make arrangements for the student to be withdrawn on all relevant systems, including from any examinations where registrations exist.

He/she will also ensure that any time limits or conditions placed on any return to college (e.g. cannot re-enrol in subsequent year, or permanent exclusion) are communicated to the Head of Admissions.

If the decision to withdraw is not upheld, the Director of Curriculum or the Head of Tutoring is responsible for reintegrating the student into learning.

### **Academic Support Procedures: Summary of concerns, examples and notes for each stage.**

This table summarises the academic support procedures and should be used in conjunction with the process described below.

STAGE	TRIGGERS
<b>A1</b>	<ul style="list-style-type: none"><li>▪ The student's attendance levels within a course (or within units if a BTEC course) or Tutorial are a cause of concern, or College targets are not being met</li><li>▪ Informal targets previously agreed and set have not been met</li><li>▪ Despite informal intervention, the student continues to underperform in one or more subjects or units</li><li>▪ Concerns raised by subject teachers have been on-going for at least two weeks</li></ul> <p><b>Notes:</b> Up to three A1s can be issued within a single subject Parents/carers are not normally informed at this stage</p>
<b>A2</b>	<ul style="list-style-type: none"><li>▪ The student fails to make significant progress and continues to cause concern</li><li>▪ The targets from the A1 intervention have not been met by the student and the subject teacher/personal tutor requests a move to A2</li><li>▪ The student's attendance levels in one or more subjects and/or Tutorial continue to be a cause for concern and the College targets are not being met</li><li>▪ Concerns raised by the subject teacher(s) have been on-going for at least three weeks.</li></ul> <p><b>Notes:</b> A number of A2s may be issued by different subjects at this stage A formal meeting should be held with the student Parents/carers are informed in writing, via ProMonitor</p>
<b>A3</b>	<ul style="list-style-type: none"><li>▪ The student fails to make significant progress and continues to cause concern in more than one subject</li><li>▪ The student has been a cause for concern for over four weeks and has been closely monitored</li><li>▪ The targets from the A2 intervention have not been met by the student and the Head of Department or Personal Tutor requests a move to Stage 3</li></ul>



	<b>Notes:</b> A formal meeting should be held with the student Parents/carers are informed and are invited to the panel A formal action plan and targets should be provided to the student and their parents/carers
<b>A4</b>	<ul style="list-style-type: none"> <li>▪ Student fails to meet the terms set out in the A3 action plan</li> <li>▪ Continuing attendance and/or progress concerns identified and not resolved</li> </ul> <b>Notes:</b> A formal panel should be held with the student Parents/carers are informed and are invited to the panel A formal action plan and targets should be provided to the student and their parents/carers
<b>Withdrawal Stage</b>	<ul style="list-style-type: none"> <li>▪ Student does not meet terms of Stage 4 despite final warning</li> </ul> <b>Notes:</b> Discussion must be had with the AP Further Education and a final decision confirmed A final panel may be held if the above request it Parents/carers are informed and are invited to any panel arranged

## Withdrawals, Exclusions and Re-Starts

### Withdrawal from a single subject and/or examination



*If the Assistant Principal Further Education or Assistant Principal Student Services is concerned that targets set up to and including at A3 are not being met, and there are circumstances that indicate the student may benefit from a reduced programme that might still allow for achievement/avoid complete withdrawal, then a decision may be made to withdraw the student from just one subject and the associated exam. This decision will be taken in conjunction with the Head of Department and Director of Curriculum/Director of Tutoring.*

If a student is withdrawn from a subject, funding regulations and the full Programme of Study must be considered, including planned learning hours, which must be at least 540 hours for the student to be considered to be full time (unless special consideration for a reduced programme is agreed). Due consideration should also be given to any impact on the long term aims of the student, including any impact on his/her ability to claim funding for learning in future academic years.

### Progression from Year 1 to Year 2, or from Level 2 to Level 3

Students who reach an A4 final warning (even if they meet targets set at A4) are not guaranteed progression to the next year or level of study. This includes those with attendance of 80% or below with no good reason

At the end of the academic year, the Head of Tutoring, Director of Tutoring, Directors of Curriculum, Assistant Principal Student Services and Assistant Principal Further Education will discuss these students. If it is agreed they are able to progress, they must sign up to targets for their progression, which will be reviewed after six weeks  
These students will be logged on a central register held by Student Services

## Part 2 – Misconduct Procedures

These procedures apply to all those who are studying at or using the facilities at the College.

These procedures deal with all aspects of misconduct around the College, and activity associated with the college (e.g. trips, placements, work experience) or in the immediate vicinity of the College if appropriate.

Misconduct is defined as when a student behaves or intends to behave in an abusive, disruptive or inconsiderate manner.



**Misconduct** and **serious misconduct** are further defined below. Usually, when an isolated incident occurs, Stages 1 and 2 will be used for misconduct, and Stages 3 and 4 for serious misconduct.

Failure by the student to comply with any agreements reached and/or targets set at each stage will result in them being referred to the next stage.

If a behavioural concern becomes very serious in a short period of time, or there is serious misconduct resulting in an incident, then a student may not go through each stage of the procedures but may be escalated to an appropriate higher stage immediately.

Note: If a student is struggling to meet the behavioural expectations of the college and/or to carry out their studies in line with College Values on an on-going basis, they will move through the four stages, with the emphasis throughout on efforts to get them back on track.

### Staff responsibility



Support staff and curriculum staff share the responsibility for monitoring and tracking students within the misconduct procedures, depending on who issues the warning at each stage.

Experience shows that early and constructive action leads to effective intervention and successful students.

Staff must be proactive at all stages by raising any issues and following the procedures as set out below.

### Misconduct Stages following Incidents

Where an incident occurs, the person initially dealing with it should consult with the Head of Tutoring, Head of Safeguarding and Wellbeing, a Director, the Duty Manager or an Assistant Principal to consider and make a decision on which stage of the misconduct procedures should be used.

The decision will be based on:

- Safety of the whole College community
- Extent to which the behaviour can be defined as misconduct or serious misconduct as outlined below or the extent to which it is in contravention of College Values
- Existing/previous records of misconduct
- Impact that the incident may have on individuals and the College

If the misconduct appears to be serious (i.e. **serious** misconduct – see page 32), Stage 3 or 4 procedures will be used immediately.

## MISCONDUCT PROCEDURES: THE STAGES

The following procedures should be implemented if no effort or improvement has been made as a result of informal intervention.

The exception to this is one-off serious incidents, such as fighting, drug-taking or theft, which cannot be predicted and where there is no potential for informal intervention prior to the incident. In such cases, the student can be referred directly to the appropriate stage of the formal procedures below, depending on the type and severity of the incident.

There are five formal stages in the misconduct procedures, M1 – M4 as described above, and a fifth stage relating to withdrawal from the College.

It is likely that students will move up through each stage but the College reserves the right to move a student to a higher stage without finishing a previous stage, if the concern is considered serious enough.

## PROCEDURES FOR MANAGING MISCONDUCT (STAGES 1 AND 2)<sup>15</sup>

Misconduct is defined as when a student behaves or intends to behave in an abusive, disruptive or inconsiderate manner. Misconduct is dealt with under Stages 1 and 2 of the misconduct procedures.

### Examples:

These are examples only. Behaviour addressed at Stages 1 and 2 is not limited to this list. Staff should use their discretion as to which level to use, using this list as a guide, if the behaviour being addressed is not directly listed.

- Abusive language towards another student, member of staff or visitor
- Refusing to follow the College ID policy
- Failing to obey a reasonable instruction given by a member of staff
- Smoking in a non-smoking area
- Noisy behaviour or causing a disturbance in the College generally
- Persistent, inappropriate use of mobile phones/devices in classes/learning environments
- Persistent disruption of a class or low level, inappropriate behaviour which makes learning difficult for other students.
- A strong suspicion, due to odour, that a student has been smoking or carrying cannabis (note: if a student is found to be taking drugs on the College site, is clearly under the influence, is suspected of selling drugs or is carrying drugs paraphernalia, this will be dealt with under the **serious** misconduct procedures below)
- Negative behaviour online (including on Social Media) which causes disruption to classes and/or amongst other students
- Spitting and/or littering
- Persistent loitering on college premises and causing disruption when classes are not timetabled
- Consensual but inappropriate physical contact in the college environment

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<sup>15</sup> A student may receive a misconduct warning at the same time as academic concerns are issued

## Initial and Informal Interventions

Before moving into the formal procedures staff are expected to make all students aware of the consequences of poor behaviour and the procedures that will be followed if they do not meet minimum expectations and also that timely efforts are made to resolve low-level misconduct informally.

Informal Intervention should always take place when a student is not meeting expected standards of behaviour, e.g. is starting to be disruptive, is behaving contrary to College Values.

These behaviours may be demonstrated in class and in the wider college (e.g. in the Learning Centre or café).

It is essential that poor behaviour is challenged by all staff across the whole college environment. All staff have a role to play in creating a culture of respect and community. All staff are able and expected to make informal interventions and to issue M1 warnings when appropriate.

Staff will have their own methods for intervening at an early stage, and this may vary depending on the situation and the student in question. However, it is recommended that the following points are covered during all informal interventions:

- The concern is discussed directly with the student by an appropriate member of staff (usually the teacher, but as above this can be any member of staff. Seek advice from your manager if needed). This enables isolated incidents to be dealt with quickly and gives the student an immediate opportunity to improve their behaviour
- Informal targets for improvement are set if appropriate. The student is made aware of how targets will be monitored and by whom
- The conversation is carried out positively and in private
- The consequences of continuing poor behaviour are outlined clearly

**Please ensure that students are clear they have the choice to do the right thing in their own interests - failure to act could lead to them being asked to leave College.**



*It may also be appropriate in the case of students with learning difficulties to seek advice from the Learning Support team.*

### MISCONDUCT STAGE 1 (M1)

A student is issued with a Stage 1 warning (M1) if they fail to make significant progress following support during informal intervention and discussions with curriculum staff or the personal tutor.

**Staff should impress on students that moving onto these stages is serious, with a number of potential outcomes including withdrawal from College.**

Students should also understand that if they are on a two-year course or wish to progress to a higher-level course in the College, good attendance, attitude to learning and behaviour record will be taken into account.

Parents/Carers are not usually informed about M1 warnings.

## Examples of issues that should be addressed at Stage 1 (M1)

- Abusive language towards another student, member of staff or visitor
- Refusing to follow the College ID policy
- Failing to obey a reasonable instruction given by a member of staff
- Smoking in a non-smoking area
- Noisy behaviour or causing a disturbance in the College generally
- Persistent, inappropriate use of mobile phones/devices in classes/learning environments
- Persistent disruption of a class/college environment or low level, inappropriate behaviour which makes learning difficult for other students.
- A strong suspicion, due to odour or other indicators, that a student has been smoking or carrying cannabis (note: if a student is found to be taking drugs on the College site, is clearly under the influence, is suspected of selling drugs or is carrying drugs paraphernalia, this will be dealt with under the **serious** misconduct procedures below)
- Negative behaviour online (including on Social Media) which causes disruption to classes and/or amongst other students
- Spitting and/or littering
- Persistent loitering on college premises and causing disruption when classes are not timetabled
- Consensual but inappropriate physical contact in the college environment
- Low level rude or disrespectful behaviour



***It is suggested that a maximum total of two M1 warnings are issued over the course of an academic year<sup>16</sup> - a student should be escalated to Stage 2 if problems persist. This, however, is a suggestion and staff should use their judgment about escalating the concern.***

Responsibility for **issuing** and monitoring M1s is with **any** member of staff who witnesses poor behaviour or misconduct. If this person is not a Subject Teacher or Personal Tutor, the member of staff should inform the personal tutor and subject teacher using ProMonitor.

**M1s expire at the end of each academic year if targets have been met and there have been no further instances of misconduct.**

**The process and staff responsibilities at M1 are summarised as follows:**

Formal Meeting Required?	✗	Targets to be set?	✓
Parents/Carers Informed?	✗	Recorded on ProMonitor?	✓

Lead Staff Member for M1	<b>Any member of staff</b>
Responsibility for collation of information	<b>Any member of staff</b>

<sup>16</sup> This is a total recommended number across all courses, activities and time spent in college, and not per course, subject or unit.

Procedure Steps		Who does this?
ISSUING OF M1		
1	Identification of on-going Concern	<ul style="list-style-type: none"> <li>Any member of staff</li> </ul>
2	Discuss issues formally with student, give a formal verbal warning, making him/her aware that they are now within formal procedures and an M1 is being issued and recorded	<ul style="list-style-type: none"> <li>Any member of staff</li> </ul>
3	Set targets <sup>17</sup> and review dates	<ul style="list-style-type: none"> <li>Any member of staff</li> </ul>
4	Complete M1 on ProMonitor	<ul style="list-style-type: none"> <li>Any member of staff</li> </ul>

## MISCONDUCT STAGE 2 (M2)

A student is issued with a Stage 2 written warning (M2) if they do not meet targets set at M1 and/or behavioural concerns continue.

**Staff should impress on students that moving onto these stages is serious, with a number of potential outcomes including withdrawal from College.**

Students should also understand that if they are on a two-year course or wish to progress to a higher-level course in the College, good attendance, attitude to learning and behaviour record will be taken into account.

Parents/Carers are informed about M2 written warnings.

Note: A student incident may be dealt with at Stage 2 (M2) immediately (i.e. without the M1 stage), if it is considered more appropriate than an M1 warning.

### Examples of issues that should be addressed at Stage 2 (M2)

- Student has received two M1s and monitoring demonstrates that no improvement has been made (even if targets have been met initially)
- Student has not met the targets set at M1 and/or concerns continue
- Abusive language towards another student, member of staff or visitor
- Refusing to follow the College ID policy
- Failing to obey a reasonable instruction given by a member of staff
- Smoking in a non-smoking area
- Noisy behaviour or causing a disturbance in the College generally
- Persistent, inappropriate use of mobile phones/devices in classes/learning environments
- Persistent disruption of a class or low level, inappropriate behaviour which makes learning difficult for other students.
- A strong suspicion, due to odour or other indicators, that a student has been smoking or carrying cannabis (note: if a student is found to be taking drugs on the College site, is clearly under the influence, is suspected of selling drugs or is carrying drugs paraphernalia, this will be dealt with under the **serious** misconduct procedures below)

<sup>17</sup> Targets at Stage 1 can be simple, e.g. follow the college values (Appendix 5) and Standards for Success (Appendix 6). These are also available on each student's ILP and should be covered regularly with all classes/students.

- Negative behaviour online (including on Social Media) which causes disruption to classes and/or amongst other students
- Spitting and/or littering
- Persistent loitering on college premises and causing disruption when classes are not timetabled
- Consensual but inappropriate physical contact in the college environment

Responsibility for **issuing** and monitoring M2s is with any member of staff.

**M2s expire at the end of each academic year if targets have been met and there have been no further instances of misconduct.**

**The process and staff responsibilities at M2 are summarised as follows:**

Formal Meeting Required?	✓	Targets to be set?	✓
Parents/Carers Informed?	✓	Recorded on ProMonitor?	✓

Lead Staff Member for M2	<b>Any member of staff</b>
Responsibility for collation of information	<b>Any member of staff</b>

Procedure Steps		Who does this?
ISSUING OF M2		
1	Identification of on-going Concern	<ul style="list-style-type: none"> <li>• Any member of staff</li> </ul>
2	Discuss issues formally with student, give a formal written warning via ProMonitor, making him/her aware that they are within formal procedures and an M2 is being issued	<ul style="list-style-type: none"> <li>• Personal tutor or</li> <li>• Subject teacher or</li> <li>• Head of Tutoring or</li> <li>• Head of Department or</li> <li>• Head of Support Service or</li> <li>• Director or</li> <li>• Senior Leader</li> </ul>
3	Set targets and review dates	<ul style="list-style-type: none"> <li>• Personal tutor or</li> <li>• Subject teacher or</li> <li>• Head of Tutoring or</li> <li>• Head of Department or</li> <li>• Head of Support Service or</li> <li>• Director or</li> <li>• Senior Leader</li> </ul>
4	Complete M2 on ProMonitor	<ul style="list-style-type: none"> <li>• Personal tutor or</li> <li>• Subject teacher or</li> <li>• Head of Tutoring or</li> <li>• Head of Department or</li> <li>• Head of Support Service or</li> <li>• Director or</li> <li>• Senior Leader</li> </ul>

5	Inform parents/carers and email a copy of the written warning <sup>18</sup>	<ul style="list-style-type: none"> <li>• Personal tutor or</li> <li>• Subject teacher or</li> <li>• Head of Tutoring or</li> <li>• Head of Department or</li> <li>• Head of Support Service or</li> <li>• Director or</li> <li>• Senior Leader</li> </ul>
<b>MONITORING OF M2</b>		
5	Monitor targets and update ProMonitor as required. Ensure progress against agreed targets is clearly documented	<ul style="list-style-type: none"> <li>• Personal tutor or</li> <li>• Subject teacher or</li> <li>• Head of Tutoring or</li> <li>• Head of Department or</li> <li>• Head of Support Service or</li> <li>• Director or</li> <li>• Senior Leader</li> </ul>

## PROCEDURES FOR MANAGING SERIOUS MISCONDUCT (STAGES 3 AND 4)

**Serious** misconduct is defined as when a student behaves or intends to behave in an intimidating, offensive, reckless, illegal or dangerous manner, or when a student brings the College into disrepute. It also applies where a student has had warnings at M1 and M2 but little or no improvement has been seen.

Staff responsible for stages 3 and 4 (M3 and M4) are the Assistant Principal Further Education, Assistant Principal Student Services, with the Director of Curriculum/Director of ALS, Director of Tutoring, Head of Safeguarding and Wellbeing, Head of Tutoring, as appropriate.

### Examples

These are examples only. Behaviour addressed at stages 3 and 4 is not limited to this list. Staff should use their discretion as to which level to use, using this list as a guide, if the behaviour being addressed is not directly listed.

- Assaulting another student, member of staff or visitor.
- Threatening, harassing or bullying another student, member of staff or visitor (including online bullying or harassment).
- Making threats of a sexual or violent nature (including online), or engaging in activities such as sexting and sextortion.
- Assisting non-students to enter the College
- Being in possession of an offensive weapon such as a knife, or using/threatening to use any object as a weapon
- Demanding money or goods with menaces
- Making racist or sexist remarks or using any type of abusive language contrary to College Values to another student, group of students, member of staff or visitor.
- Incitement to hatred, wearing of insignia or the distribution of literature, which degrades or belittles someone because of a protected characteristic<sup>19</sup>.
- Distribution, possession or downloading of sexually explicit text, images or videos

<sup>18</sup> If the student is a Child in Care, a child aged 14-16 or a child who may be vulnerable and supported by the local authority, the appropriate external colleagues should also be made aware (see Appendix 8)

<sup>19</sup> Protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity



- Being drunk or under the influence of drugs
- Being in possession of, or selling, illegal drugs or stolen property.
- Theft of personal or College property.
- Causing damage to College or personal property, software or data and/or interfering with health and safety equipment, including committing or attempting to commit arson
- Forging staff signatures.
- Gambling
- Failure to disclose any information which may impact on the safety of others (e.g. criminal record or court-imposed conditions)
- Any behaviour that brings the College into disrepute (including online).



***When deciding whether to issue a Stage 3 or Stage 4 Misconduct notice, staff responsible should consider the following:***

If the panel is being set up because of repeated warnings at Stage one and two, with no improvement made or targets unmet, M3 should be used. M3 can also be used for incidents which constitute a significant breach of college values but where a) the student has no previous misconduct notices and b) there is no potential risk to others or safety concern.

If there has been a significant incident, which includes one of the following, M4 should be used:

- A crime has potentially been committed and the police are involved or there are possible legal implications for the students involved or for the college
- The incident involves violence or the threat of violence
- The incident involves the significant bullying or harassment of another student or a member of staff
- Behaviour witnessed during the incident implies that one or more students involved could pose a safety or safeguarding risk to others
- It is suspected that a student has a weapon, illegal drugs or other item of concern on college premises

M4 can also be used for low-level on-going poor behaviour, which has not improved following warnings at Stages 1-3.

*A formal panel is held for all M3 and M4 warnings<sup>20</sup>.*

## **Procedures for dealing with incidents where there is potential serious misconduct**

### **Temporary suspension**

Temporary suspension may be implemented:

- To allow time to undertake an investigation of an incident
- If the alleged misconduct is considered to be sufficiently serious that the College is unable to guarantee the safety of other individuals on the premises
- To provide a 'cooling off' period

If the College has substantial or good reasons as to why a student should not be on the premises prior to their disciplinary hearing, a suspension letter will be completed, given to

<sup>20</sup> If the student is a Child in Care, a child aged 14-16 or a child who may be vulnerable and supported by the local authority, the appropriate external colleagues should be made aware, giving sufficient notice for their representative to attend the panel (see Appendix 8)

the student, copied to parents/carers and logged on ProMonitor by a Director or the Head of Tutoring or the Head of Safeguarding and Wellbeing or an Assistant Principal.

***Suspension does not pre-suppose guilt. The period of suspension will continue until the student is invited to attend a disciplinary hearing or if it is found there is no case to answer.***



A student must be notified in writing of their suspension, which may continue until the final outcome of the disciplinary process. A suspended student may only enter the College premises to attend their misconduct disciplinary hearing. Failure to comply with this may result in further disciplinary action.

Students may be suspended by a Duty Manager, the Campus Manager, the Head of Safeguarding and Wellbeing, a Director, Senior Leader, or the Head of Tutoring. The student's ID will be retained if the student is present at the point of suspension.

Subject staff and the Personal Tutor will be informed of the suspension by the Assistant Principal Student Services or Assistant Principal Further Education, or the manager who has carried out the suspension.

The student must be invited to make a statement, usually before leaving the premises<sup>21</sup>.

## **Investigation**

The person who has suspended the student or their appropriate delegate normally conducts the investigation into any serious misconduct. Guidance on carrying out an investigation is in Appendix 4.

A detailed report of the investigation must be submitted to the chair of the panel, together with any witness statements and other relevant evidence. Member(s) of staff who witnessed the incident will be asked to submit a signed statement<sup>22</sup>; a general review of the student's attendance, behaviour and academic progress should also be completed and submitted on the form in Appendix 1.

## **Serious Misconduct disciplinary hearing**

If the investigation indicates that there is a case to answer, the student will be sent or emailed a written invitation to attend a disciplinary hearing. Parents or carers are also invited. This hearing will be conducted by a panel normally made up of an Assistant Principal (or by other senior managers not directly involved in the case), one of whom will chair the hearing.

The panel must comprise a minimum of two members of college staff and should never be conducted by one individual.

The disciplinary hearing will normally take place within ten working days of the alleged serious misconduct. The general review (see above) of the student's attendance, behaviour and academic progress will be taken into account during misconduct procedures.

The disciplinary hearing may take place in the absence of the student if he/she has been informed of the date and time, and is not prevented from attending by a legitimate reason and has not made a request to reschedule more than 48 hours before the panel meets. A decision will then be communicated in writing by the panel.

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<sup>21</sup> A template for a student statement can be found in Appendix 2

<sup>22</sup> A template for a staff statement can be found in Appendix 3

## Procedures for a Serious Misconduct disciplinary hearing



Due care should be given to the anonymity of those providing evidence, the potential impact on witnesses of sharing the material and how the evidence is presented. More information on this is available in Appendix 4

1. The student will be informed in writing of the date, time and venue for the hearing and nature of the alleged misconduct, at least five working days before the hearing is due to commence.
2. The Chair of the hearing will ensure that the student is provided with a copy of the documented evidence being taken into consideration at least two working days before the hearing is due to commence.
3. The student has the right to submit written documentation regarding the case either before the panel or at the time of the panel.
4. Students will be encouraged to come to the hearing with a parent, guardian/carers or other responsible adult.
5. Legal representation will not be permitted unless agreed by a member of the Senior Leadership Team in writing in advance of the hearing.
6. The Chair will outline details of the allegations which have led to disciplinary action. The student and their representative will have the opportunity to respond to the allegations made.
7. Having reviewed all the evidence from the case, the disciplinary panel will reach its decision.

Decisions might include:

- No further action
- The issuing of a serious warning letter or a final warning letter with targets as required
- Recommendation of exclusion for remainder of academic year
- Recommendation of permanent exclusion

The decision should be recorded on ProMonitor alongside any conditions, limitations or targets given to the student.

### Serious Warnings and Final Warnings

Warnings at Stage 3 (serious) and Stage 4 (final) are logged on the system and will be formally sent to the student and their parent/carers. Targets set should also be included.

If the incident is serious enough to warrant a fixed term or permanent exclusion from the College, this action will be recommended to the Principal.

The student will be informed of the panel's decision in writing. A copy of this letter will also be sent to the parent/carers of the student.

In cases where a student does not attend the hearing, the panel reserves the right to issue a final written warning or exclude the student in absentia.

If the result of the panel is a Serious Warning and the student becomes involved in a further incident of misconduct, then a further panel will be held with a Final warning being issued or exclusion or recommended.

Serious Warnings and a Final Warnings will not expire at the end of the year but will be carried by a student during their course or time at College.

## Appeal Procedure

Any student has the right to appeal against any decisions made by the disciplinary panel. The grounds for the appeal are limited to the severity of the decision, because the correct process was not followed by the panel or because new evidence has come to light.

The student has 10 working days in which to appeal against the decision following the date of the letter informing them of the decision. If the student decides not to appeal against the decision within the time limit, it will be implemented without further proceedings.

The appeal should be made in writing and addressed to the Principal. It should give reasons for appeal, including any mitigating circumstances. The student has the right to submit written documentation. In the absence of fresh evidence, the appeal outcome will be determined on the basis of facts presented to the disciplinary panel.

The appeal will be considered by the Principal or, in his/her absence, by a member of the Senior Leadership Team, who will consider the case made by the student and any additional evidence or mitigation provided. If the Principal/member of Senior Leadership team considers that a meeting is necessary to further discuss the details before making a final decision, the student will be invited to attend a disciplinary appeal hearing.

Where the Principal/member of the Senior Leadership Team deems it necessary for the student to attend an appeal hearing, the following procedure will apply:

1. The student will be informed in writing of the date, time and venue for the appeal hearing at least five working days before the hearing is due to take place.
2. The student will be provided with a copy of all documented evidence being considered at the appeal at least five working days before the appeal is due to commence. Due care should be given to the anonymisation of evidence, the potential impact on witnesses of sharing the material and how the evidence is presented. More information on this is available in Appendix 4
3. The student has the right to submit written documentation regarding the case.
4. The student has the right to be accompanied by a friend or member of the College community. In the case of students under 19 years (on the previous 1 September) students will be encouraged to come to the appeal hearing with a parent/carers or other responsible adult.
5. Legal representation will not be permitted unless agreed in writing in advance by a member of the Senior Leadership Team.
6. The Principal will outline details of the allegations, which have led to the disciplinary sanction. The student and their representative will have the opportunity to respond to the allegations made.
7. Having reviewed all the evidence from the case, the Principal will reach his/her decision.
8. The student will be informed of the outcome of their appeal in writing. A copy of this letter will also be sent to the parent, guardian/carers.<sup>23</sup>

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<sup>23</sup> If the student is a Child in Care, a child aged 14-16 or a child who may be vulnerable and supported by the local authority, the appropriate external colleagues should be made aware, giving sufficient notice for their representative to attend the panel (see Appendix 8)

9. If the student was originally suspended pending their disciplinary meeting, they will remain suspended whilst the appeal process takes place.
10. Following consideration of the appeal, the Principal may decide either to:
  - uphold the recommendation of the disciplinary hearing
  - award a disciplinary penalty of lesser severity than that recommended by the disciplinary hearing
  - impose no disciplinary sanction and remove the misconduct notice from the record.
11. The decision of the Principal is final and there will be no other internal appeal beyond this stage.
12. If the student is excluded, the Director of Curriculum will be responsible for ensuring the MI systems are updated to withdraw the student and that he or she is also withdrawn from the associated exams.
13. If there has been a recommendation of exclusion and the Principal does not uphold the recommendation, the Director of Curriculum is responsible for inviting the student to return to college and reintegrating them to their learning, setting suitable targets as required.
14. The Principal's office will complete the relevant section of ProMonitor to confirm the decision.

### **Misconduct Procedures: Summary of concerns, examples and notes for each stage**

This table summarises the misconduct procedures and should be used in conjunction with the process described above.

STAGE	TRIGGERS
<p style="text-align: center;"><b>M1 (misconduct)</b></p>	<ul style="list-style-type: none"> <li>• Abusive language towards another student, member of staff or visitor</li> <li>• Refusing to follow the College ID policy</li> <li>• Failing to obey a reasonable instruction given by a member of staff</li> <li>• Smoking in a non-smoking area</li> <li>• Noisy behaviour or causing a disturbance in the College generally</li> <li>• Persistent, inappropriate use of mobile phones/devices in classes/learning environments</li> <li>• Persistent disruption of a class/college environment or low level, inappropriate behaviour which makes learning difficult for other students.</li> <li>• A strong suspicion, due to odour or other indicators, that a student has been smoking or carrying cannabis (note: if a student is found to be taking drugs on the College site, is clearly under the influence, is suspected of selling drugs or is carrying drugs paraphernalia, this will be dealt with under the <b>serious</b> misconduct procedures below)</li> <li>• Negative behaviour online (including on Social Media) which causes disruption to classes and/or amongst other students</li> <li>• Spitting and/or littering</li> <li>• Persistent loitering on college premises and causing disruption when classes are not timetabled</li> <li>• Consensual but inappropriate physical contact in the college environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Low level rude or disrespectful behaviour</li> </ul> <p><b>Notes:</b> M1s must be recorded on the student's ILP Up to two M1s can be issued per year before a student is moved to M2 Parents/carers are not normally informed at this stage but discretion should be used.</p>
<b>M2 (misconduct)</b>	<ul style="list-style-type: none"> <li>• The student fails to make significant progress and continues to cause concern, not meeting targets or expectations set at M1</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Abusive language towards another student, member of staff or visitor</li> <li>• Refusing to follow the College ID policy</li> <li>• Failing to obey a reasonable instruction given by a member of staff</li> <li>• Smoking in a non-smoking area</li> <li>• Noisy behaviour or causing a disturbance in the College generally</li> <li>• Persistent, inappropriate use of mobile phones/devices in classes/learning environments</li> <li>• Persistent disruption of a class/college environment or low level, inappropriate behaviour which makes learning difficult for other students.</li> <li>• A strong suspicion, due to odour, that a student has been smoking or carrying cannabis (note: if a student is found to be taking drugs on the College site, is clearly under the influence, is suspected of selling drugs or is carrying drugs paraphernalia, this will be dealt with under the <b>serious</b> misconduct procedures below)</li> <li>• Negative behaviour online (including on Social Media) which causes disruption to classes and/or amongst other students</li> <li>• Spitting and/or littering</li> <li>• Persistent loitering on college premises and causing disruption when classes are not timetabled</li> <li>• Consensual but inappropriate physical contact in the college environment</li> </ul> <p><b>Notes:</b> A formal meeting is held with the student and recorded on the student's ILP Parents/carers are informed An incident can be dealt with at Stage 3 (M3) immediately if it is deemed sufficiently serious.</p>
<b>M3 (serious misconduct)</b>	<ul style="list-style-type: none"> <li>▪ The student fails to make significant progress and continues to cause concern, not meeting targets or expectations set at M2</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▪ Assaulting another student, member of staff or visitor.</li> <li>▪ Threatening, harassing or bullying another student, member of staff or visitor (including online bullying or harassment).</li> <li>▪ Making threats of a sexual or violent nature (including online), or engaging in activities such as sexting and sextortion.</li> <li>▪ Assisting non-students to enter the College</li> <li>▪ Being in possession of an offensive weapon such as a knife, or using/threatening to use any object as a weapon</li> <li>▪ Demanding money or goods with menaces</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Making racist or sexist remarks or using any type of abusive language contrary to College Values to another student, group of students, member of staff or visitor.</li> <li>▪ Incitement to hatred, wearing of insignia or the distribution of literature, which degrades or belittles someone because of a protected characteristic<sup>24</sup>.</li> <li>▪ Distribution, possession or downloading of sexually explicit text, images or videos</li> <li>▪ Being drunk or under the influence of drugs</li> <li>▪ Being in possession of, or selling, illegal drugs or stolen property.</li> <li>▪ Theft of personal or College property.</li> <li>▪ Causing damage to College or personal property, software or data and/or interfering with health and safety equipment, including committing or attempting to commit arson</li> <li>▪ Forging staff signatures.</li> <li>▪ Gambling</li> <li>▪ Failure to disclose any information which may impact on the safety of others (e.g. criminal record or court-imposed conditions)</li> <li>▪ Any behaviour that brings the College into disrepute (including online).</li> </ul> <p><b>Notes:</b>  A formal panel is held with the student and recorded on the student's ILP  Parents/carers are informed and should be invited to the panel  A formal action plan and targets should be provided to the student and their parents/carers  An incident can be dealt with at Stage 4 (M4) immediately if it is deemed sufficiently serious.</p>
<b>M4 (serious misconduct)</b>	<ul style="list-style-type: none"> <li>▪ The student fails to make significant progress and continues to cause concern, not meeting targets or expectations set at M3</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▪ Assaulting another student, member of staff or visitor.</li> <li>▪ Threatening, harassing or bullying another student, member of staff or visitor (including online bullying or harassment).</li> <li>▪ Making threats of a sexual or violent nature (including online), or engaging in activities such as sexting and sextortion.</li> <li>▪ Assisting non-students to enter the College</li> <li>▪ Being in possession of an offensive weapon such as a knife, or using/threatening to use any object as a weapon</li> <li>▪ Demanding money or goods with menaces</li> <li>▪ Making racist or sexist remarks or using any type of abusive language contrary to College Values to another student, group of students, member of staff or visitor.</li> <li>▪ Incitement to hatred, wearing of insignia or the distribution of literature, which degrades or belittles someone because of a protected characteristic<sup>25</sup>.</li> <li>▪ Distribution, possession or downloading of sexually explicit text, images or videos</li> <li>▪ Being drunk or under the influence of drugs</li> <li>▪ Being in possession of, or selling, illegal drugs or stolen property.</li> <li>▪ Theft of personal or College property.</li> </ul>

<sup>24</sup> Protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity

<sup>25</sup> Protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity

	<ul style="list-style-type: none"> <li>▪ Causing damage to College or personal property, software or data and/or interfering with health and safety equipment, including committing or attempting to commit arson</li> <li>▪ Forging staff signatures.</li> <li>▪ Gambling</li> <li>▪ Failure to disclose any information which may impact on the safety of others (e.g. criminal record or court-imposed conditions)</li> <li>▪ Any behaviour that brings the College into disrepute (including online).</li> </ul> <p><b>Notes:</b> A formal panel is held with the student and recorded on the student's ILP Parents/carers are informed and should be invited to the panel A formal action plan and targets is provided to the student and their parents/carers</p>
<b>Withdrawal Stage</b>	<ul style="list-style-type: none"> <li>▪ Student has not met the targets/terms set at Stage 4 despite final written warning</li> </ul> <p><b>Notes:</b> Discussion should be had with the AP Further Education or AP Student Services A final panel may be held if the above request it Parents/carers are informed and should be invited to any panel arranged</p>

### Exceptions to these procedures

On rare occasions a situation may occur where adjustments need to be made to these procedures (Academic Support or Misconduct) and/or to the way targets, conditions or sanctions are arranged.

This might include, but is not limited to:

- The imposition of longer suspension periods or temporary exclusions
- The involvement of, or the seeking of advice from, external bodies or agencies
- The arrangement of studying from home or completion of work off campus
- Risk assessment prior to any return to College

The following people are able to authorise these adjustments as required:

- Any Senior Post Holder
- Assistant Principal Further Education
- Assistant Principal Student Services



## APPENDIX 1 – STUDENT MANAGEMENT PROCEDURES

### General Review of Student

This form should be completed by the person leading on the collation of evidence (usually the Personal Tutor, Head of Tutoring or Duty Manager) in the case of a student being subject to a panel meeting (M3/A3 or M4/A4).

Feedback should be sought from each teacher and the student's personal tutor using the forms at Appendices 1A and 1B respectively. These should be summarised in Section F below, but should also be provided to the chair in their entirety.

The fully completed forms should be provided to the chair of the panel at least 24 hours prior to the panel taking place.

### Section A: Student Details

Student Name	
Student ID	
College	
Department	
Personal Tutor	
Head of Tutoring	
Head of Department	

### Section B: Attendance

Overall Attendance % (Authorised attendance)	
Maths and English Attendance %	
Tutorial Attendance %	

### Section C: Previous Student Management Actions

Highest level of Academic Support Procedures applied in current academic year	Circle: A1 A2 A3 A4
Number of Stage 1 misconduct notices issued	
Highest level of other Misconduct notices issued	Circle: M1 M2 M3 M4

## Section D: Learning Difficulties and Health Issues

Does this student have any known Learning Difficulties, Disabilities or health conditions that may have impacted on their behaviour? Please give details.	
--	--

## Section E: Other Considerations

Indicate all that apply:

The student is a Child in Care or Care Leaver	YES / NO
The student has previously restarted	YES / NO
The student is aged 14-16	YES / NO
The student is aged 19 or over	YES / NO
The student has an EHCP	YES / NO
English is the student's first language	YES / NO

## Section F: Summary of feedback and recommendations

Summarise here the feedback from teachers and personal tutor, and make any recommendations for the chair of the panel:

## APPENDIX 1A – STUDENT MANAGEMENT PROCEDURES

### Student Review: Teacher Report Template

#### Academic Progress and General Behaviour

Please comment on general academic progress, whether work is being submitted, any issues with attendance/punctuality, attitude to learning, general behaviour and any concerns.

Comments from Teacher /Lecturer:

Name:

Date:

## APPENDIX 1B – STUDENT MANAGEMENT PROCEDURES

### Student Review: Personal Tutor Report Template

#### Progress and General Behaviour

Please comment on general academic progress, whether work is being submitted, any issues with attendance/punctuality, attitude to learning, general behaviour and any concerns.

Comments from Personal Tutor:

Name:

Date:

## APPENDIX 2 – STUDENT MANAGEMENT PROCEDURES

### Student Statement Template

The information you provide here will be used as part of the investigation into the incident in which you were involved, or that you witnessed.

In some circumstances, your statement may be used as evidence to support our disciplinary processes. If this is the case, your personal information will be protected.

If your statement is used in our processes, a member of staff will explain to you what will happen.

If you need any help completing this form, or have any questions, ask the member of staff who asked you to complete it.

If you need to update or change your statement at any point, please contact the person who asked you to complete this form, or any member of staff in Student Services.

Your name	
ID Number	
Date and time of incident	

Please give us as much information as possible about what happened (continue on separate sheets if needed):

--

Please tell us who else saw what happened (students, staff or others):

Do you have any additional information you would like to provide (e.g. written information, online messages, pictures, video)?

☐ YES

☐ NO

Signature:

Today's date:

*Please return this document to the member of staff who asked you to complete it, or any member of staff in Student Services.*

## APPENDIX 3 – STUDENT MANAGEMENT PROCEDURES

### Staff and Visitor Statement Template

*Please return this document to the member of staff who asked you to complete it, or any member of staff in Student Services*

The information you provide here will be used as part of the investigation into the incident in which you managed, were involved, or that you witnessed.

In some circumstances, your statement may be used as evidence to support student disciplinary processes.

If you need to update or change your statement at any point, please contact the person who asked you to complete this form, or any member of staff in Student Services.

Your name	
College	
Extension or Contact Number	
Date and time of incident	

Please tick which of the following best describes you:

☐ Staff      ☐ Visitor      ☐ Contractor      ☐ Member of Public      ☐ Other

Please give us as much information as possible about what happened (continue on separate sheets if needed):

--

If relevant, please tell us what actions you took during and subsequent to the incident:

Please tell us who else saw what happened (students, staff or others):

Do you have any additional information you would like to provide (e.g. written information, online messages, pictures, video)?

☐ YES

☐ NO

Signature:

Today's date:



## **APPENDIX 4 – STUDENT MANAGEMENT PROCEDURES**

### **Guidance on Conducting Investigations**

#### **Introduction**

Under the student management procedures, an investigation should be carried out for any incident resulting in disciplinary action for misconduct at Stage 3 or 4 (M3 and M4).

Depending on the circumstances, investigations may also be appropriate at lower levels of the process.

Judgement should be used as to the scale and depth of the investigation carried out. Whilst the college does not require absolute proof or evidence to make decisions at disciplinary panels, every effort should be made to understand the situation as thoroughly as possible, to gather any relevant evidence and to therefore make informed and fair decisions throughout.

#### **Minimum requirements for investigations**

Where possible, an investigation should be led by one individual member of staff, who will collate the details and evidence and provide this to those carrying out the disciplinary panel.

Statements should be taken from as many individuals as it is possible to identify. This includes those involved in the incident and any witnesses.

Statements should be completed on the pro-formas provided in Appendix 2 (students) and Appendix 3 (staff and visitors) above.

Where students are suspended, their statements should wherever possible be taken before they leave the College.

Student statements should where possible be written by the student him/herself and not in conjunction with others, although support can naturally be given by staff if the student requires help.

All investigations should include a review of the students existing record and academic progress (use pro-forma at Appendix 1 above).

#### **Additional actions for serious or complex incidents**

As above, judgement should be used as to how much information is collected, depending on the incident. However, an in-depth investigation should be carried out if:

- A crime has potentially been committed and the police are involved or there are possible legal implications for the students involved or for the college
- The incident involves violence or the threat of violence
- The incident involves the significant bullying or harassment of another student or involves a number of students making claims of bullying or harassment against each other
- Behaviour witnessed during the incident implies that one or more students involved could pose a safety or safeguarding risk to others
- It is suspected that a student has a weapon, illegal drugs or other item of concern on college premises

Depending on the circumstances, the following actions may be appropriate when investigating a serious or complex incident.

- Review, scrutiny and preservation of CCTV footage<sup>26</sup>
- Checking of information recorded by the entrance barriers
- Interviewing of relevant students and staff, seeking clarity on statements and asking for additional details as appropriate
- Discussion of any existing concerns, learning difficulties or other potentially relevant information with appropriate college departments or external agencies
- Review, scrutiny and preservation of any additional evidence (e.g. social media posts, images, video, written mitigation) provided by witnesses

### **Presentation and Recording of Investigation Findings**

Once an investigation has been completed, the documentation and findings should be provided to the member of staff chairing the disciplinary panel. This should include:

- All statements
- All additional information provided by witnesses
- The student review pro-forma (Appendix 1 above)
- Any additional evidence gathered
- Minutes or notes of any additional meetings or interviews carried out
- Any additional information or written mitigation provided by the student(s) due to attend panels
- Anything else relevant that will support the decision making of the chair of the panel
- All information should be kept confidential and only shared with those involved in resolving the incident or situation, and/or those staff who work directly with the student attending the panel.

The chair of the disciplinary panel will make the following decisions:

- Which statements and pieces of evidence will be used at the panel
- Which statements and pieces of evidence will be sent to the student attending the panel in advance<sup>27</sup>
- Whether the documentary evidence will be uploaded to ProMonitor and tagged to the misconduct case in question (therefore viewable by relevant teachers, personal tutor and support staff)
- The final outcome of the panel

Where the member of staff leading on the investigation is not the same person conducting the panel, he or she is encouraged to make a recommendation to the chair of the panel in terms of the potential outcome, but the chair will make the final decision based on the panel meeting itself and the documentary evidence provided.

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<sup>26</sup> Take care not to release CCTV images or video to students, parents, carers or external agencies such as the police, without the authorisation of a senior leader.

<sup>27</sup> Any information that is extremely sensitive or which may cause harm or discomfort to others if shared (e.g. if the student who is attending the panel shared it with friends or on social media) can be withheld for discussion at the panel only, rather than sent in advance. In these cases, it is good practice to inform the student that additional confidential evidence will be used at the panel.

## **Use of Investigation Findings**

Usual practice is to provide to the student attending the panel, a summary of evidence and statements provided during the investigation. This might be sent prior to the panel or presented at the panel. However, the chair of the panel must carefully consider the following:

- Giving the student attending the panel fair notice of what is being alleged and fair opportunity to respond
- Any risk to others that might occur with the sharing of documentary evidence
- Any reluctance on the part of witnesses to allow their statements to be used
- Appropriate anonymisation of any documentation provided to the student attending the panel
- The likelihood of potentially confidential information remaining confidential if sent in advance of the panel

## **Help and Support**

If you are unsure as to whether you need to conduct an investigation, or require advice as to how to go about it, please liaise with departmental manager or contact one of the following:

- Head of Safeguarding and Wellbeing
- Student Experience and Wellbeing Coordinator
- Assistant Principal Student Services
- Assistant Principal Further Education
- Assistant Principal Sixth Form

## APPENDIX 5 – STUDENT MANAGEMENT PROCEDURES

### College Values

The College has a clear set of College values. These are also available to all students at all times on the 'Important things to know and do' page of their ILPs.



The infographic features a light purple background with several darker purple rectangular blocks of varying sizes. The main text is white, while the values list is in dark purple. The Windsor Forest Colleges Group logo is positioned on the right side.

**OUR MISSION**  
Inspire ambition  
and make a positive  
difference to lives  
through learning.

**OUR VALUES**


- Learners First - placing the learner at the heart of all we do
- Community - working collaboratively to achieve
- Empowering - enabling all in a caring environment to achieve their full potential
- Excellence - a culture of creativity, high expectations, ambition and aspiration
- Diversity - celebrating diversity and inclusivity as a key to our success
- Integrity - honesty, openness and trust at the heart of College life
- Respect - showing fairness, courtesy and mutual respect

**WINDSOR  
FOREST  
COLLEGES GROUP**

## APPENDIX 6 – STUDENT MANAGEMENT PROCEDURES

### Standards for Success













These standards are included in the Student Contract, are available to all students via their ILPs, and are displayed around the College.



# Standards for Success

We want you to succeed. To help you reach your potential and your goals, we ask you to be aware of the following expectations about your behaviour.

These expectations apply to you whether you are in the college building or grounds, undertaking an apprenticeship or work experience with an employer, on a trip, in the local area during college hours and

BEHAVIOURS WE WILL ALWAYS PROMOTE:	BEHAVIOURS WE WILL ALWAYS CHALLENGE:
 Good attendance – Aim for 100%	 Bullying and Harassment (including online)
 Meeting all your deadlines	 Causing disruption to classes or in College
 Being on time, every time	 Disrespecting others or the college environment
 Being ready and prepared to learn	 Swearing and the use of offensive language
 Respecting yourself, other students and College staff	 Using phones or mobile devices for personal reasons in class
 Working hard, being the best you can, and never giving up	 Non-attendance and leaving classes early

### To further support student success, the College will provide:

Help in choosing a course where you can be happy and successful	A good introduction to the College	Information about the services we provide
Skilled Teachers and support staff	Extra help with your learning if you need it, and support with any other problems	Fair treatment and respect in all parts of College life
Information on how you are doing on your course	A safe and healthy place to learn	Chances to say what you think about the college and your courses
Help in deciding about your future and next steps	Further support, by working with your parents/	Opportunities to take part in additional events, trips and activities to add to your skills,

## APPENDIX 7 – STUDENT MANAGEMENT PROCEDURES

### Student Contract

**The student contract is available to all students at all times on the ‘Important things to know and do’ page of their ILPs. They are asked to give signed agreement to it.**

Welcome to the Windsor Forest Colleges Group and thank you for choosing to join our student communities at Langley, Strode’s and Windsor Colleges. Our aim is to make each College a happy and productive place to learn. We will challenge you in a firm but fair way to fulfil your own potential. In return we hope you will earn our respect by adopting a mature and responsible attitude while you are here.

Students are expected to understand that the Colleges have rules to ensure that everyone can learn and work in a positive and comfortable atmosphere. Please be aware of the effects that thoughtless behaviour and language can have on others. Students are expected to set a positive example and celebrate our diverse student body and the achievements of all learners within it.

If you ever have any concerns, refer these to your personal tutor or a member of staff as soon as possible. As a student you can expect to be treated with respect by the staff and equally we expect students to treat all members of staff and each other with respect. Any student who breaks the rules will be challenged.

The College has a clear set of College values. These are:

- **Learners First** – placing the learner at the heart of all we do
- **Community** – working collaboratively to achieve
- **Empowering** – enabling all in a caring environment to achieve their full potential
- **Excellent** – a culture of creativity, high expectations, ambition and aspiration
- **Diversity** – celebrating diversity and inclusivity as a key to our success
- **Integrity** – honesty, openness and trust at the heart of College life
- **Respect** – showing fairness, courtesy and mutual respect.

### Standards for Success

We want you to succeed. To help you reach your potential and your goals, we ask you to be aware of the following expectations about your behaviour.

These expectations apply to you whether you are in a college building or grounds, undertaking an apprenticeship or work experience with an employer, on a trip, in the local area during college hours or anywhere else you are in the role of a student of the Windsor Forest Colleges Group.

### Behaviours we will always promote:

- Good attendance – Aim for 100%
- Meeting all your deadlines
- Being on time, every time
- Being ready and prepared to learn
- Respecting yourself, other students and College staff
- Working hard, being the best you can, and never giving up.

### **Behaviours we will always challenge:**

- Bullying and harassment (including online)
- Causing disruption to classes or in College
- Disrespecting others or the college environment
- Swearing and the use of offensive language
- Using phones or mobile devices for personal reasons in class
- Non-attendance and leaving classes early.

In order to achieve these expectations and ensure that our values are effective, all students are asked to read and agree to follow the standards below.

### **As a student, I will:**

- Aim for 100% attendance and punctuality and give maximum effort to my Programme of Study, work to all deadlines set and effectively prepare for assessments
- Respect every person as an individual, celebrating what makes us different, learning from and being considerate of others regardless of their culture, beliefs, lifestyle, gender, sexuality, ethnicity, age or disability
- Avoid using language which may cause offence to others; recognising each student's right to study in an environment free from noise or distractions
- Not be part of any illegal activity (such as underage gambling) or break the law
- Respect College property and environment, not damaging College equipment and ensuring that all rubbish is placed in the bins provided
- Follow all College regulations and procedures, as set out in the Student Pocket Guide, such as those relating to smoking, carrying ID cards, littering, vehicle parking and emergency procedures
- Be responsible and follow the Fire Regulations and Procedures and Health and Safety processes as set out by the College and staff; never acting in a way that will endanger the health and safety of myself or others
- Show consideration for the good reputation of the College in the wider community and the media, the posting of comments on internet sites and communications
- Respect the rules of independent learning spaces such as the Learning Centre and common study spaces as quiet areas.

### **Drugs and Alcohol**

- The College defines 'a drug' as any substance which produces an intoxicating or hallucinating effect. This includes all illegal, legal and 'over the counter' products, as well as alcohol
- Students found in possession of drugs or alcohol or under the influence of drugs on the College site and students who bring the College into disrepute by drug-related activity outside the College may be permanently excluded from the College. This also applies to students on College-related activities such as educational trips and visits.

### **Weapons**

- Students found in possession of an offensive weapon, knife, bladed / pointed object and students who bring the College into disrepute by weapons-related activity outside the College may be permanently excluded from the College

- Students suspected of being in the possession of an offensive weapon (including a knife or a bladed / pointed object) will be reported to the police. Searches may be carried out by the police or nominated staff.

### **Other College Rules, Regulations and Policies**

- Students are expected to abide by specific regulations regarding attendance, examinations, College buses, student car parks, trips and visits and any others outlined in the College's policies and the Student Pocket Guide
- Smoking is strongly discouraged. Smoking is only permitted within the designated smoking areas provided on each site and not outside entrances to the Colleges. This includes the car parks and walkways leading directly onto the College sites. This regulation also applies to electronic cigarettes which can only be smoked in the smoking area
- Students should not bring people onto the College site who are not registered as students or visitors. Students found to be allowing individuals to use their ID badge to gain access to the Colleges will be subject to misconduct procedures
- For health and safety reasons, students are not permitted to congregate at the College site entrances or to block access of the public to gates and doorways
- Students are responsible for all books and equipment issued to them and will be required to pay for any loss or damage
- Students should only use mobile devices in lessons when directed by staff to do so; staff have the authority to confiscate mobile devices if used in lessons or other College activities is considered to be inappropriate
- Students should not gather in groups of more than six within the areas surrounding the College sites and must not create a nuisance for our neighbours, including littering in the local area. Antisocial behaviour will be subject to misconduct procedures
- Strode's College students may not access Walnut Tree Gardens, directly opposite the College site
- Students are expected to dress appropriately. Dress should be 'work ready', casual but formal and should not be revealing or display derogatory wording, imagery or political insignia.

### **Agreement**

**You are asked to read the following and then indicate on ProMonitor that you have read, understood and accept this agreement as part of being a Windsor Forest Colleges Group student:**

- I agree to meet the College's expectations and abide by the Student Contract, following the outlined standards, all College policies, rules and regulations, including the Acceptable Use of Computer Systems Agreement
- I understand that I must maintain a standard of behaviour acceptable to the College at all times
- I understand that I must be available during the College day to attend all College commitments, including meetings and 1:1 reviews. I understand that 100% attendance at all timetabled subject classes, including Maths and English (where applicable) and Tutorials/Core Studies is compulsory
- I understand that I should keep part time work to a minimum and not allow it to interfere with college work and I must not take any holidays during term time. Time off in these instances will not be authorised
- I understand that the College uses email as the main method of communication with students and I must check my college email regularly



- I am aware that failure to meet the College's expectations and follow the standards set out within this contract, in addition to the College policies, rules and regulations, will result in my being subject to the College's behaviour management procedures. This may lead to permanent exclusion from the College.

**All students must read and confirm agreement with the above student contract.**

**This must be done within your ILP. Please go to the Important Things to Read and Do section, under the Student ILP drop-down within ProPortal.**

## **APPENDIX 8 – STUDENT MANAGEMENT PROCEDURES**

### **Additional Arrangements for Children in Care, Students aged 14-16 and other Vulnerable Students**

Many students studying across the Windsor Forest Colleges Group are vulnerable and are therefore supported by key workers, Virtual Schools, Social Workers, SEN teams or other local authority departments.

The College recognises that some students have diagnosed learning difficulties, mental health conditions or SEB difficulties, which may impact on their behaviour. It also recognises that many students come from challenging and diverse backgrounds, which may mean they struggle to reach the required standard of performance and conduct (for example, Children in Care and those new to the UK having travelled from areas where they have experienced significant trauma).

The Student Contract and all other expectations around behaviour still apply to these students, and difficult personal backgrounds do not excuse behaviour that puts the safety or wellbeing of others at risk, or that contradicts the values of the College. However, where a student has declared a need in this area, relevant support will be provided to try to prevent him/her becoming subject to these procedures.

#### **Notification of Local Authorities**

To ensure holistic support for these students, and to give them the best chance of getting back on track when they become the subject of Student Management Procedures. It is essential that the appropriate external colleagues are notified as soon as possible following a concern or incident.

Should a student with a profile of this type be subject to misconduct procedures that do not result in exclusion, they may require further support to meet any targets/conditions set as a result of any academic or disciplinary hearing, and to prevent reoccurrence of breaches of the student contract or College Values.

Therefore, it is essential that any academic or behavioural concern relating to the following, should be notified to the Head of Tutoring as soon as possible:

#### **Children in Care**

In the case of Children in Care, the College has a statutory duty to inform the relevant Virtual School and to work with the young person's assigned advocate throughout the implementation of student management procedures.

If an academic or misconduct warning is issued to a Child in Care, the Head of Safeguarding or the Inclusion Coordinator must be notified immediately. They will ensure the information is passed on securely to the relevant Virtual School. They will also put in place extra support if required.

Notification in writing to the Head of Safeguarding/Inclusion Coordinator should be made at the first cause for concern, including during M1/A1 interventions and at the informal stage (where parents/carers wouldn't normally be notified).

## **Students aged 14-16**

Young people who begin studying at the college when aged 14-16 are subject to the same expectations as any other student.

However, they remain the primary responsibility of the Local Authority who has arranged their admission.

It is therefore essential that any concerns are raised with the Local Authority as and when they occur.

Notification to the Head of Safeguarding/Inclusion Coordinator should be made at the first cause for concern, including during M1/A1 interventions and at the informal stage (where parents/carers wouldn't normally be notified).

## **Other Vulnerable Students**

### **Education, Health and Care Plans**

Students in receipt of an EHCP (Education, Health and Care Plan) who become subject to Student Management procedures should be notified to the Learning Support team, who have a statutory duty to inform the Local Authority in certain circumstances (particularly suspension and exclusion).

### **Poor Mental Health**

Students who cite poor mental health as a contributing factor to poor behaviour should be notified to the Head of Tutoring. Any student using a health condition as mitigation within the misconduct procedures should a) have informed the college previously of the challenges they are facing and b) should provide written confirmation of the impact of their illness from their GP or other appropriate medical professional.

### **Students with Child Protection Concerns**

Some students may be supported by social care because they are identified as Children in Need, may be on the Child Protection Register or may be subject to other support due to risks outside college.

If you are aware that a student about whom you have academic or behavioural concerns has a social worker/key worker or is subject to support from the local authority, the Head of Tutoring should be made aware of the situation as soon as possible and will make a decision as to whether it is appropriate to notify the local authority.

## APPENDIX 9 – STUDENT MANAGEMENT PROCEDURES

### Summary Chart for Staff, Students and Parents: Academic Support Procedures



# Academic Support Procedures

This document outlines the stages of the Academic Support Procedures that will be put into place if there are concerns about a student's attendance, punctuality, attitude to learning or academic progress at Langley College. The aim is to support students to address concerns and remain on their study programmes. Examples of the types of concerns that should be listed within Part 2 of the Student Management Procedures.

CONCERN	CONTINUING CONCERN	VERY SERIOUS CONCERN	FINAL WARNING	WITHDRAWAL
Please check the full procedures, available on the Staff Intranet, for which staff lead on each stage of the process				
Stage 1 (A1)	Stage 2 (A2)	Stage 3 (A3)	Stage 4 (A4)	Withdrawal Stage
Following appropriate informal intervention, if a student has not been meeting expected standards in lessons or Tutorial, in relation to homework, effort, attendance or progress, it will result in:	If a student fails to make significant progress and does not meet the targets set at stage 1 (A1), the subject teacher or personal tutor will seek the agreement of the Head of Department to move the student to Stage 2 (A2).  A formal meeting will take place with the Head of Department and Personal Tutor, student and the student's parent/carer to discuss the concerns.  The student will be provided with a new set of targets, action plan with clear dates for review. They are issued with a Stage 2 notice of concern.	If a student fails to meet Stage 2 (A2) targets and/or is causing serious concern and/or the concern has spread to more than one subject, the subject teacher and/or personal tutor seek the agreement of the Head of Department to move the student to Stage 3 (A3).  A formal meeting will take place involving the Head of Department, Personal Tutor/Head of Tutoring, the student and their parent/carer, where concerns and any failure to meet targets will be discussed.  New targets will be set with specific review dates, monitored by the Head of Tutoring/Director of Tutoring and Personal Tutor.	If a student fails to meet targets at stage 3 (A3) the Head of Tutoring/Head of Dept. will seek agreement from the Director of Curriculum to move the student to Stage 4 (A4).  This is the student's final opportunity to address concerns and meet targets.  A formal meeting will take place with the Director of Curriculum, and/or Head of Tutoring/Director of Tutoring, Personal Tutor, and/or Head of Department, the student and their parent/carer.  A final set of targets will be put in place. The student will be made aware that they are likely to be withdrawn if they do not meet these targets.	If a student fails to meet the targets set at stage 4 (A4), the Director of Curriculum will recommend to the Assistant Principal Further Education and/or the Assistant Principal Student Services that the student is withdrawn.  The AP may uphold the recommendation and the student will be withdrawn. A restart may be considered.  The AP may choose to allow the student more time at Stage 4 (A4) with additional targets.  If the student is withdrawn, he or she may appeal this decision. The Principal will manage the appeal.

## APPENDIX 10 – STUDENT MANAGEMENT PROCEDURES

### Summary Chart for Staff, Students and Parents: Misconduct Procedures



# Misconduct Procedures

This document outlines the stages of the Misconduct Procedures that will be put into place if student behaviour at Langley College does not meet expectations. Students, staff and visitors have the right to enjoy a peaceful and safe environment and therefore some kinds of behaviour are unacceptable. A student can enter these procedures at any stage depending on the nature and severity of the poor behaviour. It is expected that all students follow and respect the College Values and Standards for Success. Students must also keep to the terms of the Student Contract. All relevant documents about expected behaviour and values are available to all students at all times on their ILPs.

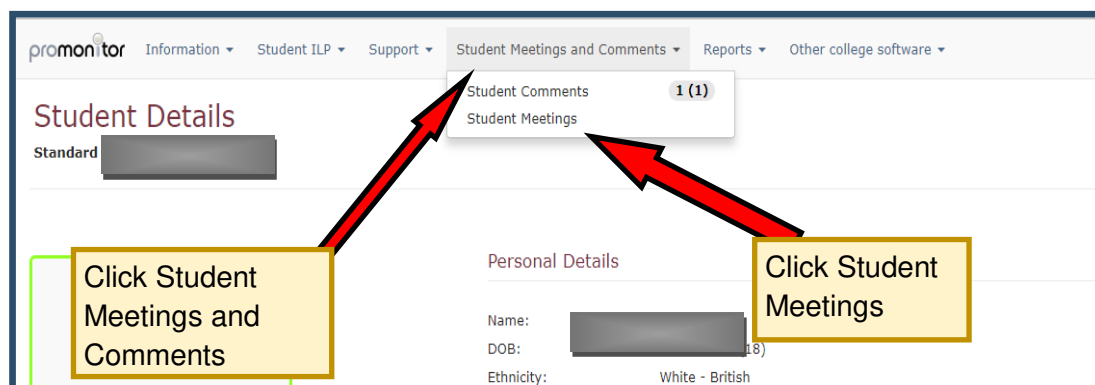
Examples and definitions of misconduct and serious misconduct are listed within Part 2 of the Student Management Procedures.

MISCONDUCT		SERIOUS MISCONDUCT	
Please check the full procedures, available on the Staff Intranet, for which staff lead on each stage of the process			
Stage 1 (M1)	Stage 2 (M2)	Stage 3 (M3)	Stage 4 (M4)
Following appropriate informal intervention, if a student's conduct does not meet expected standards or the student is not behaving in line with College Values and the Student Contract, it will result in:  A formal verbal warning (M1) being given to the student. This can be issued by any member of College staff who witnesses the poor behaviour.  Parents/Carers can be contacted if appropriate and if the student is under 19.  The warning will be logged against the student's record on ProMonitor.	If a student's conduct continues to fall short of expected standards or the student is still not behaving in line with College Values and the Student Contract, it will result in:  A formal written warning (M2) being issued.  Targets for improvement will be set and a copy of the written warning will be sent to the parent or carer if the student is under 19.  The warning will be logged against the student's record on ProMonitor.	If concerns continue the student will move to a final serious written warning (M3).  An M3 will also be issued, without the student going through Stages 1 and 2, if there is a serious incident or allegation.  In the case of incidents and allegations, an investigation will be carried out prior to a panel meeting being arranged. The student may be suspended while the investigation takes place.  Targets for improvement will be set and the parent/carer will be invited to the panel.  The warning will be logged against the student's record on ProMonitor.	If concerns continue despite the final warning and any conditions and/or targets are not met by the student, the Director of Curriculum can recommend withdrawal to the Principal.  If this recommendation is accepted, the student will be informed of the decision in writing, copied to parents/carers.  Conditions (e.g. permanent exclusion or no enrolment in the subsequent year) can be placed on the withdrawal.  The student has the right to appeal the decision. The appeal process will be led by the Principal.

## APPENDIX 11 – STUDENT MANAGEMENT PROCEDURES

### Use of ProMonitor to record Student Management Actions

The relevant section for recording student management actions can be found under the Student Meetings and Comments menu in ProMonitor. Search and select the student first.



A more extensive guide to completing student management actions in ProMonitor is available on the Staff Intranet.