

**POLICY NAME: Student Guidance and Intervention Policy and Procedures**

The College is committed to the equality of opportunity and to a proactive approach to equality, which supports and encourages under-represented groups, promotes inclusivity and values diversity.

Responsible Senior Leader	Associate Principal (Student Progress and Ambition)
Policy Owner	Associate Principal (Student Progress and Ambition)
Approved by	ELT
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Policy location	College Website Student Guidance, Behaviour and Intervention Hub

Equality Impact Assessment by	Andrew Jackson							
Intended Audience	Staff	✓	Governors	✓	Students	✓	External	✓
Added to College website by	Megan Ardley				Date	September 2023		
Added to Staff intranet by	Dawn Haywood				Date	September 2023		

Amendment summary

<u>Version no.</u>	<u>Date</u>	<u>Comments</u>	<u>Paragraphs amended</u>

## **Policy Statement:**

The College aims through its guidance work to help students achieve their best, enabling them to fulfil their potential and progress successfully.

## **Principles:**

- Commitment, Challenge and Curiosity
- Working as Community
- Consideration
- Evidence Based Decisions

### Commitment, Challenge and Curiosity

We expect commitment from our students: to challenge themselves to put their all into their studies.

We expect our students to be curious: to ask questions, be interested in the world around them and engage fully with all WQE has to offer.

We expect commitment from ourselves as staff: to do all we can to help students flourish and achieve.

### Working as Community

We recognise the value of all the staff connected with a student working together for the student's best interests.

We recognise that students themselves are key partners in their success.

We recognise that parents/carers have a vital role to play in supporting students to achieve their best.

### Consideration

We expect students to be considerate of and a positive influence on each other, making sure that their behaviour at College both in lessons and when on campus is conducive to learning.

We expect students to be good representatives of WQE in the local community.

We expect staff and encourage students to challenge and/or report language or behaviour that discriminates or stereotypes based on any of the protected characteristics.

We expect students to respect the professional position of all staff.

We expect staff to be considerate of all students and recognise that constructive intervention and feedback are key factors in helping students achieve their full potential.

### Evidence Based Decisions

We will make sure that all students have regular information that helps them judge how they well they are progressing.

We will make sure that this information is shared with all the key partners in supporting students to achieve their best.

We will give advice, guidance and make decisions based on evidence; we will expect students to consider this evidence and act on the advice and guidance given.

## **Roles and Responsibilities:**

Student guidance is about much more than what we do when things start to go wrong for a student. It is part of a student's basic entitlement to help them achieve their full potential whilst at College and is the responsibility of all staff involved with the student.

Part of a student's induction and introduction to the College will involve sharing the student charter (see appendix) with them to explain the high standards we expect of them and their responsibilities in achieving their best during their time at College. This is then formalised through the learning agreement which all students sign.

## **Student Ambition and Progress**

Having and indicating that the College has high expectations and ambition for all students is central to all that we do, we will be characterised by:

- A curriculum offer with a strong commitment to guaranteeing that students will be able to choose freely from a wide range of well-regarded courses.
- The expectation that students will continue to develop in to well-rounded citizens by providing students with excellent opportunities to broaden and deepen their experience.
  - *Enrichment*
  - *Employability*
  - *Skills for H.E.*
  - *Work experience*
  - *Progression options*
  - *Role models*
  - *Cultural capital*
- An interview and enrolment process based on sound advice and guidance about the best progression routes for all students both within the College and on to high quality external options. To provide the best programme to meet student aims from current starting points.
- Ambition in every lesson and session that students are involved in whilst at College:
  - Expect students to be committed to and active in their learning.
  - Encourage curiosity
  - Teach to the top and provide the scaffolding for all to achieve and develop.
  - A considerate learning community where students explore and develop their knowledge and understanding together.

- Expect students to be committed to change and growth in their understanding and in their attitude to study.
- Encourage students to always challenge themselves and give the support needed to meet these challenges.
- Give feedback that allows students to understand what they need to do to achieve their aims.
- Communicating well with students and their parents/carers with high quality, timely information
  - Regular updates on academic progress
  - A clear calendar of events
  - A helpful bank of information via the college website and VLE
- Excellent support to help students to achieve their aims.
  - A philosophy that has at its core an unrelenting focus on excellent teaching, learning and assessment so that the need for remedial intervention is reduced.
  - Coaching to help students access prestigious universities (for e.g. Oxbridge/ Russell group)
  - Coaching and specialist help so that nobody gets left behind
- Clear conversations with students about the progress that they are making, we commit to:
  - Being honest, open and encouraging about the current position
  - Providing advice and expecting it to be acted upon
  - Allow for mistakes and for students to learn from them
  - Treat students as emerging young adults
    - listen to their point of view
    - aim to work by agreement as a norm

### **Principles of Communication:**

It is expected that at all times communication with and about students will model to students what we expect of them as emerging young adults.

- Talk and write in a calm, rational and professional manner (bearing in mind that notes on ProMonitor and email are routinely shown to students and parents/carers as part of communication with them).
- Avoid making assumptions about the reasons and motivation for the actions of a student
- Provide reasons for advice and instructions being given

- Give the facts and evidence on which decisions are based
- Allow time for and listen to responses
- Allow for mistakes and give the opportunity for students to turn over a new leaf
- Include parents/carers in communications as set out in the following procedures except where there are relevant safeguarding concerns.

### **Encouraging Good Behaviour and a Sense of Community**

All staff are expected encourage students to behave at College both in lessons and when on campus in a way that is conducive to learning and to challenge any poor student behaviour that they encounter. For the safety and security of all and to encourage a sense of community students must wear their college i.d. card round their neck whilst on campus. Staff are expected to insist on this whilst students are in class (except where doing so may be a health and safety issue) and to check that all students are wearing their i.d. cards when they leave the room. All staff are expected to challenge any student not wearing an i.d. card whilst on-site.

Students who forget or lose their i.d. card will be issued with a new card. On the first occasion in a term this will be free of charge, subsequent cards will be charged for and students sent home to find their card when more than two have been issued in a term. Persistent issues will be dealt with via the behaviour intervention processes. Any exceptions to this due to student welfare or learning difference will be agreed with Welfare & Skills. Where a student still has their card but has lost or forgotten their lanyard they will be issued with a temporary lanyard for up to 10 college days. After this point, if they have not found the original lanyard, they must purchase a new one.

### **Attendance and Punctuality Issues**

Good attendance and punctuality are key to students making good progress, data analysis conducted at the College shows that:

- at least 95% attendance is a key marker for achieving at or above a student's target grade.
- an attendance level of less than 90% puts a student at significant risk of underachieving.
- Consistently missing the start of lessons leads to lost learning and risks students not meeting their target grade.

Procedures for identifying and dealing with low attendance:

#### Classroom routines:

As part of normal student management it is expected that staff will show the importance of prompt attendance by completing and submitting registers accurately at the start of the session. This must be, at the most, no more than 15 mins from the session start time. To avoid undue disruption to the flow of the lesson students arriving after the register has been taken will have the responsibility of reminding staff at the end of the lesson that their late attendance needs recording. Staff will provide challenge where necessary to deal with any emerging issues with attendance and/or

punctuality and will as a matter of routine scan registers for any issues. This will include challenging students who are present for a lesson but have absent marks for other sessions on the same day.

### Formal processes:

#### *Daily Processes*

The College has made investment in additional systems to allow for daily communication by text and email with students and their parent/carers when students are absent without providing a reason either for a whole day or for some sessions on a day. These processes will be used to stress the importance of good attendance and to help prevent major attendance issues from developing by early, efficient and consistent intervention.

#### *Regular Processes*

As part of the regular College wide cycle of themes the PPMs will identify students with low levels of attendance for the previous time period:

- A standard email highlighting the College's concern over low levels of attendance will be sent to parents/carers of students with less than 95% for the month. This will happen via PPMs, opportunity will be given to identify individual students where this would not be appropriate before the email is sent. A note that the email has been sent will be placed on ProMonitor. The email will be personalised using mail merge systems so that the actual % attendance is communicated.
- Below 95% but above 90%: If a student is highlighted in this way for two months in a row, this will trigger a decision about what action should be taken. This would usually\* be for the student to go on to a First Behaviour Intervention Plan. PPMs will log this on ProM and include managers in the F.A.O. Letting things run for a further month should only happen after discussion with the DHoS/ HoS and the reasons recorded on ProM.
- Below 90% in any subject a decision will happen immediately about what action should be taken. This would usually\* be for the student to go on to First Behaviour Intervention Plan. PPMs will log this on ProM and include managers in the F.A.O. Letting things run for a further month should only happen after discussion with the HoS and the reasons recorded on ProM.

\*In circumstances where the absence is due to ongoing illness Fitness to Study procedures should be used.

- As part of the regular College wide cycle of themes subject teachers to review attendance patterns of students for the previous time period and report any regular patterns of non-attendance to PPMs and CALs via ProM. A link to a report to facilitate this will be provided via ProM.
- CALs to have access to attendance reports that identifies students who have low levels of attendance in the subjects for which they have responsibility. This is to facilitate further discussion with DHoS/HoS, PPMs and senior line managers over the best course of action.

Procedures for identifying and dealing with poor punctuality:

### *Regular Processes*

As part of the regular College wide cycle of themes the PPMs will identify students with low levels of attendance for the previous time period:

- A standard email highlighting the College's concern over poor punctuality will be sent to parents/carers of students. This will happen via PPMs, opportunity will be given to identify individual students where this would not be appropriate before the email is sent. A note that the email has been sent will be placed on ProMonitor. The email will be personalised using mail merge systems so that the actual % punctuality is communicated.
- As part of the regular College wide cycle of themes subject teachers to review punctuality patterns of students for the previous time period and report any regular patterns of poor punctuality to PPMs and CALs via ProM.
- The College will regularly (at least once per half term) hold "punctuality push" weeks, where students who are more than 5 mins late to 9am lessons will be challenged over their lateness as they enter the buildings. This will also be recorded on ProMonitor and followed up by the PPM including contact with home where it is more than a one off.

### **Students Starting the Academic Year in need of close monitoring.**

Previous experience suggests that the following categories of students are often in need of close monitoring and support and it is therefore appropriate to put measures in place right from the start of the academic year.

- Students joining the college from other institutions part way through their studies.
- Students restarting their time at the College.
- Students who were on intervention measures during their previous year of study at the College.

These students will normally start the year on an Intervention Plan so that they have the necessary structures in place to make a successful start to the academic year. Where students are restarting their time at the College due to health issues the Fitness to Study procedures will be used to help support this successful start.

Continuing students who have been on an intervention plan during the Spring or Summer term of the previous year should start the new academic year being closely monitored. Where the student was on stage 3 or 4 they should start the year on the same stage of intervention. For students who were on stage 2 all the staff involved with the student should monitor the situation closely and if any issues emerge the student should be placed on stage 2 of the intervention processes immediately.

### **Level 3 progression from Year 1 to Year 2**

The default position for students on level 3 course at the College is that they have enrolled on to a two year programme; the College is committed to supporting students in making good progress throughout their programme of study so that they have good progression options on completion of their studies with us. There will be some occasions

where a student's performance in their first year of study causes concern that there is an unacceptably high risk for the student of finishing their programme of study without sufficient qualifications to give viable progression options due to failing one or more courses. It is expected that students in this position will have been supported in making improvements with their learning via the Learning Intervention Plan processes.

In these cases decisions on Level 3 progression from year 1 to year 2 will be based around good advice and guidance; they will be designed to mitigate the level of risk. These decisions will be taken by the Heads of Studies in consultation with other relevant staff.

At course level this advice and guidance will be based on evidence from a range of sources, including: the documented intervention already provided to help the student improve, the formal May assessment, other assessments through the first year, attendance level as well as attitude to study including resilience and response to support. Where this evidence base suggests that continuing on the course will give an unacceptably high risk of limiting progression options an alternative one year course will be offered to the student.

Research conducted by the College indicates that whilst a set of qualifications made up of one full A Level (or equivalent) plus two AS Levels (or equivalent) does provide progression options on to a foundation degree or higher level apprenticeship a more limited set of qualifications does not. In the very small number of cases where the evidence base around a student's performance in their first year indicates that there is an unacceptably high risk for the student of gaining only this more limited set of qualifications the College would normally take the decision that given the range of courses on offer at the College it is not appropriate for the student to continue to study with us. Under these circumstances the College will work with the student and their family via the Heads of Studies to arrange for the student to cease their study at WQE with support from the careers team to secure an alternative for the student.

There are some occasions where a student, despite being fully committed to their studies in a subject for the first year, has made a wrong subject choice and wishes to take up a one year course instead of continuing with a subject. These cases will be considered on an individual basis with the decisions being made by the Heads of Studies in consultation with curriculum teams and other relevant staff.

## **Process to Deal with In Class Attitude to Learning Issues/ Disciplinary Problems:**

### Informal Stage

The importance of interactions between staff and students where staff challenge, encourage and motivate students to make the changes in their behaviour necessary for students to fulfil their potential cannot be overstated. It is through these day to day interactions that the vast majority of issues will be resolved. Early and consistent intervention and communication by all the staff involved with a student are key in supporting students to make the changes required for a successful time at college.

As part of normal classroom management it is expected that staff will support students in their studies, providing challenge where necessary to deal with any minor issues (for e.g. an occasional instance of lateness; an isolated unexplained absence; a single routine piece of work handed in late or rushed; one off minor poor behaviour in Class.)

People Involved: The member of staff and the student.

### Stage 1: Formal Verbal Warning

When the issue is more than a “one off” (for e.g. repeated poor punctuality; a number of unexplained absences; 2 or more pieces of routine work handed in late or rushed; an intermediate coursework deadline missed; repeated minor poor behaviour in class;) then the member of staff who notices the issue should state to the student that they are receiving a Formal Verbal Warning and have a more detailed conversation with the student as to what the student needs to do to turn things round. At this point a note should be placed on ProMonitor F.A.O. of the PPM detailing the concern and **must include what action has been taken so far**.

People Involved: The member of staff and the student. The PPM for follow up.

Communication:

Internal:

The PPM talks with the student reinforcing the member of staff’s concerns, checks for patterns of behaviour across the student’s other subjects and reminds the student of the later stages of the disciplinary/support system, stressing the expectation that things will improve and that the student will go into the more structured parts of the intervention system if sufficient improvement is not seen quickly. A follow up comment should be added to ProMonitor. Any further concerns being raised about the student should lead to a review of all the evidence and a decision being made about the most appropriate next step.

Parents/Carers:

In the spirit of working with students as they make the transition to adulthood contact with Parents/Carers is at the professional judgement of the staff involved.

Any of the staff involved with the student may contact parents/carers to alert them to the emerging issues (except if there are particular individual circumstances which means that contact is not appropriate as indicated by a red flag on ProMonitor). Contact to do with poor quality or missing homework/coursework is best dealt with by the curriculum team who have the detailed understanding of the issue, A record of all contact must be made on ProMonitor including a copy of any correspondence in the uploaded documents section.

PPMs will make a judgement as to whether to also contact Parents/Carers at this point and will do so, ideally by phone, if concerns are being raised by more than one of the staff who teach the student.

If, despite these interventions, concerns over behaviour remain then the following stages of the procedure will be used.

Where a student has been on a behaviour intervention plan in the previous six months and further intervention becomes necessary, they would normally re-join at the highest stage reached previously.

### Stage 2: First Behaviour Intervention Plan

People Involved: - PPM, the student, teaching staff.

Length of time: three working weeks with weekly reviews.

Outcomes of the First Behaviour Plan may be:

- Significant improvements have been made; the formal intervention plan ceases.
- Some, but insufficient, improvement; the intervention plan can be extended for a maximum of three working weeks.
- Little or no improvement; a move to Intermediate Behaviour Intervention Plan is required.

Communication:

Internal:

- ProMonitor to be updated by the PPM to show that the student is on a first behaviour intervention plan this should include the targets that have been set.
- Staff provide specific feedback on progress towards targets via a follow up comment on ProMonitor at least once per week.
- Weekly update as a follow up on ProMonitor by PPM after the weekly review meeting. Where it looks likely that a student will have to go to the next stage of the intervention process the relevant AHoS should be included in the ProMonitor F.A.O. list.
- Outcome of the Intervention Plan noted on ProMonitor.
- If at the weekly review meeting improvements look to be being made and it is likely that the student will come off the intervention plan at the next review this should be communicated as part of the ProMonitor follow up comment to subject teachers (and CALs) to make sure that all the staff involved have opportunity to contribute to the decision.

Parents/Carers:

The parents/carers should be alerted, ideally by phone, that the PPM is working with the student to address some ongoing emerging concerns and be given updates on how the student is responding (except if there are particular individual circumstances which means that contact is not appropriate as indicated by a red flag on ProMonitor).

If the issue hasn't been resolved and the Intervention Plan is to be extended then Parents/Carers must be informed, ideally by phone, (except if there is a ProM red flag) at the start of the three week extension.

### Stage 3: Intermediate Behaviour Intervention Plan

People Involved: Deputy Head of Studies, - PPM, Parents/Carers, the student and teaching staff.

Length of time: three working weeks with weekly reviews by the Deputy Head of Studies. Where the student shows a significant disregard for the Intervention Plan a faster move to the next stage should be discussed with the Head of Studies.

The outcome of the Intermediate Behaviour Intervention Plan may be:

- Significant improvements have been made; the formal intervention plan ceases. Where this happens, at the professional judgement of the staff involved, the student can be placed on a learning intervention plan with their PPM for three weeks to ensure that the changes are embedded.
- Some, but insufficient, improvement; the intervention plan can be extended for a maximum of three working weeks.
- Little or no improvement; a move to Final Behaviour Intervention Plan is required.

Communication:

Internal:

- ProMonitor to be updated by the Deputy Head of Studies to show that the student is on an Intermediate Behaviour Intervention Plan and what targets have been set and the meeting notes form uploaded.
- Staff provide specific feedback on progress towards targets via a follow up comment on ProMonitor at least once per week.
- Weekly update on ProMonitor by DHoS after the weekly review meeting. Where it looks likely that a student will have to be placed on a Final Behaviour Intervention Plan the Head of Studies should be included in the ProMonitor F.A.O. list.
- Outcome of the Intermediate Behaviour Intervention Plan noted on ProMonitor.
- If at the weekly review meeting improvements look to be being made and it is likely that the student will come off the intervention plan at the next review this should be communicated as part of the ProMonitor comment to subject teachers(and CALs) to make sure that all the staff involved have opportunity to contribute to the decision.

Contact with Parents/Carers:

Parents/Carers will be asked to attend the meeting to set up the Intermediate Behaviour Intervention Plan, in the vast majority of cases setting up of the intervention plan will not take place without parents/carers being present. Every attempt will be made by the College to hold the meeting at a time when Parents/Carers are able to attend including conducting the meeting via MS Teams. In exceptional circumstances where Parents/Carers are unable to attend they will be informed that the meeting is taking place and of the outcomes of the meeting. They will be expected to agree to the conditions and targets set for the student involved.

Parents/Carers should be given a weekly update so that they are kept up to date with the progress of the student whilst on the Intermediate Behaviour Intervention Plan. This will include contact to let them know the outcome of the Intermediate Behaviour Intervention Plan.

Stage 4: Final Behaviour Intervention Plan

People Involved: Head of Studies, Deputy Head of Studies\*, PPM\*, Parents/Carers and the student.

\*A professional judgement will be made as to whether both the Deputy Head of Studies

and - Personal Progress Mentor need to attend.

Length of time: 3 working weeks with weekly reviews by the Head of Studies at a time agreed with the student.

The outcome of the Final Behaviour Intervention plan may be:

- Significant improvements have been made; the formal plan ceases. Where this happens the student should be placed on a Learning Intervention Plan with their Personal Progress Mentor for three weeks to ensure that the changes are embedded.
- Some, but insufficient, improvement; the intervention plan can be extended for a maximum of three working weeks.
- The student realises that they are not making progress with the targets agreed and decides to withdraw from College.
- Little or no progress with the targets agreed, the student is recommended for Exclusion from College (Stage 5): see the procedure set out in the separate document Exclusion – Policy and Procedures.

Communication:

Internal:

- ProMonitor to be updated by the Head of Studies to show that the student is on a Final Behaviour Intervention Plan and what targets have been set.
- Staff provide specific feedback on progress towards targets via a follow up comment on ProMonitor at least once per week.
- Weekly update on ProMonitor by HoS after the weekly review meeting. Where it looks likely that a student will have to be recommended for Exclusion the Associate Principal (Student Ambition and Progress) should be included in the ProMonitor F.A.O. list.
- Outcome of the Final Behaviour Intervention Plan noted on ProMonitor.
- If at the weekly review meeting improvements look to be being made and it is likely that the student will come off the intervention plan at the next review this should be communicated as part of the ProMonitor comment to subject teachers (and CALs) to make sure that all the staff involved have opportunity to contribute to the decision.

Contact with Parents/Carers:

Given the very serious nature of getting to this point in the disciplinary process Parents/Carers will be expected to attend the meeting to set up the Final Behaviour Intervention Plan, the meeting will not go ahead without a Parent/Carer being present.

Every attempt will be made by the College to hold the meeting at a time when Parents/Carers are able to attend including conducting the meeting via MS Teams. If after a reasonable period of time (approximately 5 working days) no arrangement has been made by Parents/Carers to attend the College Contact meeting then the student involved will not be able to attend College until the arrangements have been made.

Parents/Carers should be given a weekly update so that they are kept up to date with the progress of the student whilst on the Final Behaviour Intervention Plan. This will include

contact to let them know the outcome of the Final Behaviour Intervention Plan (This should be by phone or face to face where little or no progress with the targets has been made and a recommendation to hold a hearing to consider Exclusion from College is the next course of action).

### **Process to Deal with Out of Class Disciplinary Problems:**

The College expects all students to be a positive influence in the local community and will therefore apply the process below to any issues that arise as students are travelling to or from college as well as during the college day when students are travelling between sites or are in the local area. For issues that have the potential to be serious breaches of the Student Charter these processes will be applied irrespective of where the incident happened.

As part of their responsibility to the college community all students are expected to follow all the College's health and safety guidelines.

Where examples are given of types of incident these are not intended to be exhaustive lists.

The approach outlined below will be used to deal with the overwhelming majority of issues. There are some issues that are such a serious breach of the Student Charter that they constitute gross misconduct (for example being involved in serious crime, violent conduct, possession of weapons, sexual assault, attempting to sell or buy illegal drugs, attempting to use the college's IT infrastructure with malicious intent) in such cases the College would move to immediately to consider Permanent Exclusion the student(s) involved (see the procedure set out in the separate document Permanent Exclusion – Policy and Procedures, also included as an appendix).

Where there is an indication or allegation of bullying the College will adopt the principles and approach outlined in the college's policy on Anti-Bullying.

#### Informal Process

One off reasonably minor out of Class incidents (for e.g. not wearing student lanyard and card, noisy or inconsiderate behaviour, swearing, dropping litter, vaping or smoking on site) are best dealt with quickly by the staff who witness the behaviour by speaking with the student and explaining why the behaviour is not appropriate. Reception can be called to radio a student supervisor to investigate. Staff will need to make a judgement as to whether to make an entry on ProMonitor including F.A.O. PPM is needed.

#### Stage One: Formal Verbal Warning

Where the issue is slightly more serious (for e.g. seeking to gain entry to the College without using their student card, non-cooperation with staff over minor incidents, a repeating pattern of minor incidents). Reception can be called to radio a student supervisor to investigate. The staff who witness the behaviour will tell the student they are receiving a formal verbal warning, warn them of the later stages of the disciplinary process and make an entry on ProMonitor F.A.O. the PPM including detailing the incident and what action has been taken. This should then be reinforced by the PPM and confirmed via a ProMonitor follow up comment.

People Involved: The member of staff witnessing the behaviour and the student. The PPM for follow up.

### Stage Two: Formal Warning from PPM

For more serious incidents (for e.g. knowingly being on site with an unauthorised visitor, attempting to swipe an unauthorised person into College, failure to cooperate with staff over the wearing of student lanyard and card, a student refusing to give a member of staff their student i.d., swearing that is likely to cause offense, making derogatory comments, a repeating pattern of formal verbal warnings) ideally the student should be taken to their PPM for a formal verbal warning, reception can be called to radio a student supervisor to collect the student. If this is not possible the PPM should be informed by email so that the matter can be followed up with the student within at the most one working day. The PPM will speak formally with the student, explain that a letter will be sent home to parents/carers highlighting the College's concerns over the student's behaviour and warn them of the later stages of the disciplinary process. An entry on ProMonitor should be made.

People Involved: the member of staff witnessing the behaviour and the student plus the PPM.

Where a student has been on a behaviour intervention plan in the previous six months and further intervention becomes necessary they would normally re-join at the highest stage reached previously.

### Stage Three: Intermediate Behaviour Intervention Plan

When behaviour of students is of real concern (for e.g. verbal abuse/ threats to other students or staff, breach of IT Usage agreement, bullying, using language or behaving in a way that discriminates or stereotypes based on any of the protected characteristics, deliberate damage, an on-going pattern of incidents where a formal warning from PPM is appropriate) the closest member of the Heads of Studies/Deputy Head of Studies team should be called, they will deal with the incident in the first instance and then pass the details on to the relevant Deputy Head of Studies for follow up action and so that the student can be placed on Intermediate Behaviour Intervention Plan. This will follow the procedures for this type of intervention plan, the review meetings should be with the Deputy Head of Studies. If there are repeats of poor behaviour whilst on the intervention plan then the student would usually move straight to Final Behaviour Intervention Plan.

People Involved: Deputy Head of Studies, PPM, Parents/Carers and the student.

Length of time: 3 working weeks with weekly reviews by the Deputy Head of Studies.

The outcome of the Intermediate Behaviour Intervention Plan may be:

- Significant improvements have been made; the formal intervention plan ceases.
- Some, but insufficient, improvement; the intervention plan can be extended for a maximum of three working weeks.
- Little or no improvement; a move to Final Behaviour Intervention Plan is required.

Communication:

Internal:

- ProMonitor to be updated by the Deputy Head of Studies to show that the student is on Intermediate Behaviour Intervention Plan
- Staff provide specific feedback on progress towards targets via follow up comments on the ProMonitor at least once per week
- Weekly update on ProMonitor by the Deputy Head of Studies after the weekly review meeting. Where it looks likely that a student will have to be placed on a Final Behaviour Intervention Plan the Head of Studies should be included in the ProMonitor F.A.O. list.
- Outcome of the Intermediate Behaviour Intervention Plan noted on ProMonitor.
- If at the weekly review meeting improvements look to be being made and it is likely that the student will come off the intervention plan at the next review this should be communicated as part of the ProMonitor comment to subject teachers(and CALs) to make sure that all the staff involved have opportunity to contribute to the decision.

#### Contact with Parents/Carers:

Parents/Carers will be asked to attend the meeting to set up the Intermediate Behaviour Intervention Plan, in the vast majority of cases setting up of the intervention plan will not take place without parents/carers being present. Every attempt will be made by the College to hold the meeting at a time when Parents/Carers are able to attend. In exceptional circumstances where Parents/Carers are unable to attend they will be informed that the meeting is taking place and of the outcomes of the meeting. They will be expected to agree to the conditions and targets set for the student involved.

Parents/Carers should be given a weekly update (via phone/letter/text/email/ProPortal) so that they are kept up to date with the progress of the student whilst on Intermediate Behaviour Intervention Plan. This will include contact to let them know the outcome of the Intermediate Behaviour Intervention Plan.

#### Stage Four: Final Behaviour Intervention Plan

For extremely serious behaviour issues (for e.g. threatening behaviour towards others including that which discriminates or stereotypes based on any of the protected characteristics, serious disruptive or dangerous behaviour, serious breach of IT Usage agreement, the sending of unsolicited sexually explicit images, attempting to coerce others in to sending sexually explicit images, uninvited intimate physical contact (including upskirting), fighting/violent conduct, serious bullying, being on site under the influence of alcohol, bringing alcohol or illegal drugs on site) the on call ELT member should be called, they will deal with the incident in the first instance supported by the nearest Head of Studies and then pass the details on to the student's Head of Studies for follow up action and so that the student can be placed on a Final Behaviour Intervention Plan. The ELT member and Head of Studies must consult the Safeguarding Young People Policy and Flowchart for Responding to Sexual Abuse Allegations and follow the procedures outlined as appropriate. The extremely serious nature of the incident will usually mean that the student will not be able to attend College until the Final Behaviour Intervention Plan meeting has taken place.

People Involved: Head of Studies, Deputy Head of Studies\*, PPM\*, Parents/Carers and

the student.

\*A professional judgement will be made as to whether both the Deputy Head of Studies and - Personal Progress Mentor need to attend.

Length of time: 3 working weeks with weekly reviews by the Head of Studies at a time agreed with the student.

The outcome of the Final Behaviour Intervention plan may be:

- Significant improvements have been made; the formal plan ceases. Where this happens the student should be placed on a Learning Intervention Plan with their Personal Progress Mentor for three weeks to ensure that the changes are embedded.
- Some, but insufficient, improvement; the intervention plan can be extended for a maximum of three working weeks.
- The student realises that they are not making progress with the targets agreed and decides to withdraw from College.
- Little or no progress with the targets agreed the student is recommended for Exclusion from College (Stage 5): see the procedure set out in the separate document Exclusion – Policy and Procedures.

Communication:

Internal:

- ProMonitor to be updated by the Head of Studies to show that the student is on a Final Behaviour Intervention Plan and what targets have been set and the meeting notes form uploaded.
- Staff provide specific feedback on progress towards targets via follow up comments on the Intervention Plan Card at least once per week
- Weekly update on ProMonitor by HoS after the weekly review meeting. Where it looks likely that a student will have to be recommended for exclusion the Associate Principal (Student Ambition and Progress) should be included in the ProMonitor F.A.O. list.
- Outcome of the Final Behaviour Intervention Plan noted on ProMonitor.
- If at the weekly review meeting improvements look to be being made and it is likely that the student will come off the intervention plan at the next review this should be communicated as part of the ProMonitor comment to subject teachers(and CALs) to make sure that all the staff involved have opportunity to contribute to the decision.

Contact with Parents/Carers:

Given the very serious nature of getting to this point in the disciplinary process Parents/Carers will be expected to attend the meeting to set up the Final Behaviour Intervention Plan, the meeting will not go ahead without Parents/Carers being present.

Every attempt will be made by the College to hold the meeting at a time when Parents/Carers are able to attend. If after a reasonable period of time (approximately 5 working days) no arrangement has been made by Parents/Carers to attend the Final Behaviour Intervention Plan meeting, if the student has not already stopped from

attending college, the student will not be able to attend College until the arrangements have been made.

Parents/Carers should be given a weekly update (via phone/letter/text/email/ProPortal) so that they are kept up to date with the progress of the student whilst on the Final Behaviour Intervention Plan. This will include contact to let them know the outcome of the Final Behaviour Intervention Plan (where this is to signal that a meeting to consider the student being excluded from College is the course of action this will be at a face to face meeting with Parents/Carers).

### **Suspensions Pending Investigation**

1. A student may be suspended from the College pending an investigation where there is reasonable belief that the student may have committed, or been involved in a serious breach of the College's rules and that the continued attendance of the student at College could:
  - a) interfere with an investigation.
  - b) constitute a continued threat to persons or property.
  - c) cause undue disruption to the normal operation of the College.
  - d) not be in the student's own interest.

The suspension pending investigation will normally be at the direction of the Heads of Studies or a member of ELT.

2. Suspension pending investigation is not a form of disciplinary action, but may be appropriate to particular circumstances whilst the facts of a possible disciplinary matter are being investigated. It may (or may not) lead to disciplinary action. If a student wishes to contest a suspension pending investigation, this should be determined by another senior member of staff not previously involved in the matter.
3. If the student is present at the moment of suspension, the senior member of staff will normally give the student a standard letter, explaining the reason for the suspension and how the process for investigation will proceed. Every effort will be made to make parents/carers aware of the suspension. If contact cannot be made by telephone then a copy of the letter given to the student will be sent home, ideally by email. The student will normally be sent directly home and their ID card retained by the College until the proceedings are completed.
4. Where the student is not in College, the senior member of staff will contact the student by telephone to inform them of the suspension and will send a letter to the student to confirm this within three working days of the suspension. Copies of the letter will be sent to the Personal Progress Mentor and their manager as well as to the parents/carers of the student.
5. The student may be invited to an investigatory interview with the senior member of staff investigating the matter. Such an interview should normally take place within five working days of the suspension. Parents/carers should be notified that an investigatory interview will take place and be invited to attend.

A student who has been suspended may not enter College premises except with the express permission of a senior member of College staff, or as required for related proceedings. Where a disciplinary hearing is to take place, any student who has been suspended under this provision will remain on suspension until the hearing is convened.

### **Process to Deal with Underachievement**

There are situations where a student behaves well and puts effort into their studies but needs intervention to help them make a success of this. In these cases where the issues are not to do with behaviour or attitude to learning the following process will be used. Students will need to engage fully and positively with this process. Where there is resistance by the student to accepting the interventions and support on offer the process would swap across to the process that deals with in Class attitude to learning issues.

#### Informal Process:

There are many situations where a student might start to show temporary signs of underachievement for e.g. a piece of homework or test result that is below the standard expected. As part of the normal routines of the college staff would talk this over with the student and give advice as to how to improve both with subject specific skills and adopting a good mindset for study.

#### Stage One: Formal Conversation

Where there starts to be a more consistent pattern of underachievement staff should have a more formal supportive conversation with the student about strategies and targets for getting back on track with their studies. Brief details of this conversation and the targets set should be recorded on ProMonitor F.A.O. all the staff involved with the student on a day to day basis.

People Involved: Subject Teacher or PPM and the student.

Communication:

Internal:

The PPM talks with the student reinforcing the member of staff's concerns, checks for patterns of underachievement across the student's other subjects stressing the expectation that things will improve and that the student will go on to the more structured parts of the intervention system if sufficient improvement is not seen. A follow up comment should be added to ProMonitor. Any further concerns being raised about the student should lead to a review of all the evidence and a decision being made about the most appropriate next step.

The member of staff should make their CAL aware of the situation. The Curriculum Leadership team may wish to speak to the student. All actions are to be recorded on ProMonitor.

Parents/Carers:

In the spirit of working with students as they make the transition to adulthood contact with Parents/Carers is at the professional judgement of the staff involved.

Any of the staff involved with the student may contact parents/carers to alert them to the emerging issues (except if there are particular individual circumstances which means

that contact is not appropriate as indicated by a red flag on ProMonitor). Contact to do with subject specific issues are best dealt with by the curriculum team who have the detailed understanding of the issue, A record of all contact must be made on ProMonitor including a copy of any correspondence in the uploaded documents section.

PPMs will make a judgement as to whether to also contact Parents/Carers at this point and will do so if concerns are being raised by more than one of the staff who teach the student.

If, despite these interventions, concerns over underachievement remain then the more following stages of the procedure will be used.

#### Stage Two: Tier One Learning Intervention Plan

People Involved: Subject Teacher or PPM and the student.

If after the formal conversation the pattern of underachievement persists then the student can be supported via an initial learning intervention plan. Staff would agree with the student an appropriate timescale to meet targets for improvement and provide suggestions as to how these improvements can be made. Where the issue is in one subject and is to do with understanding of the subject then the plan would be implemented by the Class teacher. Where the issues are across a number of subjects or are considered to be more to do with developing a good mindset for study the plan should be implemented by the PPM.

The outcome of the Initial Learning Intervention plan may be:

- Sufficient improvements have been made; the formal intervention plan ceases.
- Some, but inconsistent improvement; the intervention plan can be extended for an agreed timescale.
- Little or no improvement a move to an Tier Two Learning Intervention Plan is implemented.

Communication:

Internal:

- ProMonitor to be updated by the member of staff working with the student to show that the student is on an Initial Learning Intervention Plan, including what targets have been set and the timescale for review.
- Staff provide specific feedback on progress towards targets via follow up comments on ProMonitor.
- Where it is looking likely that a move to a Tier Two Learning Plan is needed the staff who will monitor this should be included in the F.A.O. list.
- Outcome of the Tier Two Learning Intervention Plan noted on ProMonitor.

Contact with Parents/Carers:

Parents/Carers will be informed by email by the member of staff working with the student of the emerging concerns, the targets agreed and the timescale for review.

Parents/Carers should be emailed again to let them know the outcome of the Initial Learning Intervention Plan.

### Stage Three: Tier Two Learning Intervention Plan

If after the initial plan the pattern of underachievement persists then the student should be supported via a move to a tier two learning intervention plan. Leadership staff would agree with the student an appropriate timescale to meet targets for improvement and provide advice for the student to follow to make improvements. Where the issue is in one subject and is to do with understanding of the subject then the plan would be implemented by the Curriculum Area. Where the issues are across a number of subjects or are considered to be more to do with developing a good mindset for study the plan should be overseen by a Deputy Head of Studies.

The outcome of the Intermediate Learning Intervention plan may be:

- Sufficient improvements have been made; the formal intervention plan ceases.
- Some, but inconsistent improvement; the intervention plan can be extended for an agreed timescale.
- Little or no improvement in the agreed timescale a move to a Tier Three Learning Intervention Plan is implemented.

Communication:

Internal:

- ProMonitor to be updated by the member of staff working with the student to show that the student is on a Tier Two Learning Intervention Plan, including what targets have been set and the timescale for review.
- Staff provide specific feedback on progress towards targets via follow up comments on ProMonitor.
- Where it is looking likely that a move to a Tier Three Learning Plan is needed the staff who will monitor this should be included in the F.A.O. list.
- Outcome of the Intermediate Behaviour Intervention Plan noted on ProMonitor.

Contact with Parents/Carers:

Parents/Carers will be asked to attend a meeting to set up the Intermediate Learning Intervention Plan, in the vast majority of cases setting up of the intervention plan will not take place without parents/carers being present. Every attempt will be made by the College to hold the meeting at a time when Parents/Carers are able to attend. In exceptional circumstances where Parents/Carers are unable to attend they will be informed that the meeting is taking place and of the outcomes of the meeting. They will be expected to agree to the conditions and targets set for the student involved.

Parents/Carers should be given a regular update so that they are kept up to date with the progress of the student whilst on Tier Two Learning Intervention Plan. This will include contact to let them know the outcome of the Intermediate Learning Intervention Plan.

### Stage 4: Tier Three Learning Intervention Plan

People Involved: Head of Studies/Curriculum Leader, member of staff overseeing the Intermediate Learning plan\*, PPM/member of staff who implemented the initial learning

intervention plan\*, Parents/Carers and the student.

\*A professional judgement will be made as to whether both these members of staff need to attend.

The Final Learning Intervention Plan will run for an agreed timescale with regular reviews of progress.

The outcome of the Final Learning Intervention plan may be:

- Significant improvements have been made; the formal plan ceases. Where this happens the student should be kept under review by their Personal Progress Mentor to ensure that the changes are embedded.
- Some, but insufficient, improvement; the intervention plan can be extended for a further agreed period.
- The student realises that they are not making progress with the targets agreed and decides to withdraw from College.
- Little or no progress with the targets agreed the student is recommended for a change of programme.

Communication:

Internal:

- ProMonitor to be updated by the Head of Studies/Curriculum Leader to show that the student is on a Tier Three Learning Intervention Plan and what targets have been set and the meeting notes form uploaded.
- Staff provide specific feedback on progress towards targets via follow up comments on ProMonitor.
- Regular update on ProMonitor by HoS/CAL after the review meeting. Where it looks likely that a student will have to be recommended for a change of programme and the Head of Studies is not already involved they should be included in the ProMonitor F.A.O. list.
- Outcome of the Tier Three Learning Intervention Plan noted on ProMonitor.
- If at the review meeting improvements look to be being made and it is likely that the student will come off the intervention plan at the next review this should be communicated as part of the ProMonitor comment to all the staff involved with the student to make sure that all the staff involved have opportunity to contribute to the decision.

Contact with Parents/Carers:

Given the serious nature of getting to this point in the intervention process Parents/Carers will be expected to attend the meeting to set up the Tier Three Learning Intervention Plan, the meeting will not go ahead without Parents/Carers being present. Every attempt will be made by the College to hold the meeting at a time when Parents/Carers are able to attend.

Parents/Carers should be given regular update (via phone/letter/text/email/ProPortal) so that they are kept up to date with the progress of the student whilst on the Final Learning Intervention Plan. This will include contact to let them know the outcome of the Final

Learning Intervention Plan (where this is to signal that a meeting to consider the student having to change programme at the College is the course of action this will be at a face to face meeting with Parents/Carers).

## **Appendix: Permanent Exclusion From College: Policy and Procedures (Draft until October Corporation meeting)**

*The College is committed to the equality of opportunity and to a proactive approach to equality, which supports and encourages under-represented groups, promotes inclusivity and values diversity.*

### **PERMANENT EXCLUSION FROM COLLEGE:**

#### **Policy and Procedures**

#### **A POLICY**

1. Permanent exclusion of a student should occur in the following circumstances:
  - When to allow a student to remain would be likely to seriously affect the good order of the College and/or the well-being or education of other students. This may occur, for example, due to an act of gross misconduct constituting a serious breach of the Student Charter, or the persistence of lesser incidents despite the College's reasonable warnings or intervention (see note 2).
  - When a student has made it obvious that they are not subscribing to the educational aims of the College to the point that are unwilling or unable to engage productively to address this. This may occur, for example, by failing after repeated warnings to attend timetabled sessions and/or by failing to engage reasonably with interventions or support from the College (see note 2), in order to be able to complete the requirements of their programme of study.
2. Other than in cases of gross misconduct, exclusion from College will be considered only after strenuous efforts have been made to resolve the issue(s) within the College's student support systems and through the lower levels of the College's intervention/guidance processes.
3. No permanent exclusion of a student will take place without contact being made with parents/carers where appropriate.
4. The exclusion will normally be carried out by one of the Associate Principals and will follow a formal disciplinary hearing. This hearing will normally be held in person but if this is not possible the hearing will be held remotely. The preference for any remote hearing is for this to be done via the student's Microsoft Teams access with video only being used if it is more than a one to one meeting. If this is not possible speaker phone conference calls can be used, in these cases the chair of the hearing may decide to receive a written summary of the evidence from the senior member of staff along with their recommendation. This would be shared with the student in advance of the hearing. The procedures the College has put in place to safeguard over this type of interaction between staff and students should be followed.

5. A student will be entitled and encouraged to have in attendance a parent and/or carer or an agreed supportive person at either a disciplinary hearing or an appeal hearing.
6. A student who is excluded will have the right to request a review of the exclusion decision.

## **B PROCEDURE FOR HOLDING A DISCIPLINARY HEARING Where exclusion is a possible outcome**

### **Introduction**

1. The hearing will normally be chaired by one of the Associate Principals. At the hearing will be the senior member of staff who has recommended that a hearing take place. This will either be the senior member of staff who has undertaken an investigation in to behaviour that is inconsistent with the College's student charter, a case of gross misconduct or the senior member of staff who has overseen the final formal stage of the intervention process.
2. The student will be informed in writing of the date and time of the disciplinary hearing via first class post. They will be given at least five working days' notice. A copy of this Policy and Procedures shall also be sent at this stage.
3. The student must take all reasonable steps to be present the hearing. If the student is unable to be present on the specified date then the hearing will be deferred. The alternative date should be no more than five working days later. Failure to be present at the hearing without good reason may lead to the hearing being held in the student's absence and a decision taken based on available evidence.
4. Any documentary evidence to be considered in the hearing should be circulated as soon as possible and at the latest, two working days in advance of the hearing. This will include a summary of the information that has led to the hearing. The College will send a copy of all appropriate documents to parents/carers or by request an agreed alternative supportive person.
5. In all cases, so that an impartial record of the hearing is kept, the College will have another person present who will keep the record of the hearing. Only a written record of the proceedings is allowed. No recording may be made.
6. It will not usually be necessary for any witnesses to be present at the hearing. Any requests for the joining of witnesses must be made in writing in advance. Presence of witnesses is at the discretion of the chair of the hearing.

## Process for the hearing

1. The hearing will open with a general introduction by the chair of the hearing which will outline the procedural arrangements.
2. The student and/or his or her parents/carers or agreed supportive person may then ask any questions on the procedural and administrative arrangements.
3. The chair of the hearing will then set out the purpose of the hearing.
4. The chair of the hearing will then ask the relevant senior member of staff to present the information that has led to the hearing. In the case of a disciplinary incident or gross misconduct, this will be a presentation of evidence gathered in an investigation and/or details from witnesses. The wider context of any previous disciplinary processes that the student has been involved with will also be considered. In the case of a student not subscribing to the educational aims of the College, it will be a presentation of the information regarding progress and conduct and details of disciplinary warnings. The senior member of staff will also be asked to give their recommendation.
5. The student and/or his or her parents, carers or agreed supportive person can ask questions or seek clarification from the chair of the hearing or the relevant senior member of staff. Where a written summary from the member of staff recommending that a hearing takes place has been used the chair of the hearing can suspend the hearing whilst this clarification is provided.
6. The student will then present their case. The parents/carers or agreed supportive person may assist the student in making their case.
7. The chair of the hearing can ask questions or seek clarification of the student and the relevant senior member of staff. If the chair of the hearing judges that further information is needed before a decision can be made then either the hearing can be suspended so that this further information can be made available or further information can be gathered after the hearing to assist in making the decision.
8. The chair of the hearing will then summarise the facts and any areas of dispute.
9. The chair of the hearing may then adjourn to consider their decision. If new information comes to light whilst the chair is considering their decision the hearing may be reconvened to consider only this additional information using the process outlined above.
10. A decision will normally be made within two working days of the hearing. If the case is upheld and the chair of the hearing agrees with the recommendation then the student will be excluded. If the chair of the hearing decides that there is a case to answer but that the recommendation of exclusion is not appropriate then

an alternative disciplinary measure can be imposed. In the case of a disciplinary incident, this is likely to take the form of a disciplinary warning and a student being placed on one of the later stages of the formal intervention processes. In the case of a student not subscribing to the educational aims of the College, the chair of the hearing may give the student a further final opportunity to meet agreed targets.

11. If it is decided that a student will be excluded, the chair of the hearing should make sure that the student is notified immediately, by telephone, and that this is followed by a letter within two working days via first class post. A copy should be sent to parents/carers. Exclusion should normally begin immediately. The exclusion letter should include the date the exclusion takes effect and the reason for the exclusion.
12. In the case of a permanent exclusion the chair of the hearing will judge whether or not it would be appropriate for the excluded student to be allowed to sit examinations at the College; if so, this would normally be as an external candidate and at the student's expense.

## **Appeal**

2. The student should be informed that they have the right of appeal and that the notice of appeal must be made in writing and sent to the Principal within ten working days of the receipt of the exclusion letter.
3. The grounds of appeal are:
  - a) that there was a serious breach of the College's procedures that may have adversely affected the outcome of the disciplinary hearing.
  - b) that new evidence has come to light that was not available at the original disciplinary hearing and could be expected to materially influence the original outcome. Where this occurs, the evidence must be provided to the College together with an explanation as to why it was not provided earlier.
  - c) that the penalty imposed was too severe or unreasonable in the circumstances.
4. A concise written statement outlining the reasons for the appeal should then be delivered to the Principal no later than four working days prior to the appeal hearing. The appeal will take place within ten working days of receiving notice of appeal.
5. The appeal will normally be heard by the Principal. In the event that the Principal has chaired the disciplinary hearing, the appeal would be heard by an appeal committee of three members of the Corporation, one of these members should normally be the Chair or Vice Chair of the Corporation. In this event the Corporation Appeal Committee should act in place of the Principal following the procedures outlined below, with the outcome being the majority view of the committee. Appeals will normally be held in person but if this is not possible the hearing will be held remotely. The preference for any remote hearing is for this to be done via the

student's Microsoft Teams access with video only being used if it is more than a one to one meeting. If this is not possible speaker phone conference calls can be used. The procedures the College has put in place to safeguard over this type of interaction between staff and students should be followed.

6. At the appeal hearing against a permanent exclusion, the senior member of staff who chaired the disciplinary hearing will be required to present the case supporting the permanent exclusion of the student. The student will then be invited to explain the grounds of the appeal. The parents/carers or agreed supportive person may assist the student in this.
7. At the appeal hearing the Principal may ask any questions that will assist in determining the final outcome of the appeal. The hearing will then close and the matter will be determined in private.
8. If the appeal is upheld, disciplinary action lesser than permanent exclusion may be imposed. The appeal hearing may also decide that no further disciplinary action should be taken. If the appeal is not upheld then exclusion should normally begin immediately.
9. The final decision will be communicated to the student in person ideally or by telephone within five working days of the appeal hearing. The decision will be confirmed in writing to the student within five working days of the appeal hearing. A copy of the letter should be sent to parents/carers.
10. The appeal to the Principal represents the final stage of the process.

## **C      SUSPENSIONS PENDING INVESTIGATION**

6. A student may be suspended from the College where there is reasonable belief that the student has committed a serious breach of the College's Student Charter and that continued attendance of the student at College could:
  - a) interfere with an investigation.
  - b) constitute a continued threat to persons or property.
  - c) cause undue disruption to the normal operation of the College.
  - d) not be in the student's own interest.

The suspension pending investigation will normally be at the direction of a Head of Studies or a member of ELT.

7. Suspension pending investigation is not a form of disciplinary action, but may be appropriate to particular circumstances whilst the facts of a possible disciplinary matter are being investigated. It may (or may not) lead to disciplinary action. If a student wishes to contest a suspension pending investigation, this should be determined by another senior member of staff not previously involved in the matter.

8. If the student is present at the moment of suspension, the senior member of staff will normally give the student a standard letter, explaining the reason for the suspension and how the process for investigation will proceed. Every effort will be made to make parents/carers aware of the suspension. If contact cannot be made by telephone then a copy of the letter given to the student will be sent home, ideally by email. The student will normally be sent directly home and their ID card retained by the College until the proceedings are completed.
9. Where the student is not in College, the senior member of staff will contact the student by telephone to inform them of the suspension and will send a letter to the student to confirm this within three working days of the suspension. Copies of the letter will be sent to the Personal Progress Mentor and their manager as well as to the parents/carers of the student.
10. The student may be invited to an investigatory interview with the senior member of staff investigating the matter. Such an interview should normally take place within five working days of the suspension. Parents/carers should be notified that an investigatory interview will take place and be invited to attend.
11. A student who has been suspended may not enter College premises except with the express permission of a senior member of College staff, or as required for related proceedings. Where a disciplinary hearing is to take place, any student who has been suspended under this provision will remain on suspension until the hearing is convened.