



Student Support Policy and Procedures

Statement:

Post- 16 education is a bridge between school and adult life and is a preparation for the independence of university or work. It follows that any policy supporting students to achieve that independence must give them both increased independence and increasing responsibility for their actions and choices. The College has a set of expectations which are designed:

- to support students to complete their courses
- to support students to maximise their potential for success on their chosen courses
- to create a harmonious and safe environment in which all students can learn

College expectations are set out clearly in the Student Contract (Appendix 1) signed by students and parents/ carers at the start of the academic year in which a student joins the College. Students cannot study at the College unless they and their parents/carers accept the contract.

We recognise that some students will relish the independence given to them at College and meet and go beyond all our expectations; others will find this more challenging and may require support/ interventions to help them to choose behaviours which will enable them to succeed at College. Our responses when students meet and exceed our expectations are as important as our responses if they fail to meet our expectations and this policy sets these out below.

There are some expectations which are so important to the safety, integrity and well-being of the whole college community that if these are not met our responses will be at the highest level of intervention. These are rare and, usually, illegal and/ or detrimental to the well-being of the student or that of others.

All teachers have a responsibility for promoting behaviours which meet our expectations and responding to those which do not, both in and out of the classroom. All members of staff have a responsibility for recognising behaviours which exceed or meet our expectations

Aims:

To encourage behaviours which enable and promote a safe and harmonious environment in which all students can achieve their potential by:

- being explicit about our expectations of behaviours;
- giving recognition to students' behaviours which meet or go beyond our expectations at College, course or individual level;
- responding to students' behaviours which do not meet our expectations at an early stage by:
 - being explicit about the expectation(s) which have not yet been met;
 - setting a target(s) which will meet the expectation(s) in which the behaviours needed to meet the target and a timeframe for completion are clearly set out using growth mindset language;
 - recording the intervention;
 - following up the completion of the target;
- recording when a student has met a target which they had previously not met and amending the action plan accordingly;
- following an escalating series of interventions when a student repeatedly does not meet their target(s).

1. Recognising Positive Behaviours

- The Pause for Praise is used to recognise students who exceed or go beyond expectations. (These can be used for all levels of achievement whether academic or non-academic: 95+% attendance; helping at a College event; contribution to a team; exemplar work; a personal best; overcoming a personal difficulty).
- Teams have their own ways of recognising student achievements and these should be encouraged (e.g. Sketchbook of the week).
- All students have an action plan to help them achieve their potential. Students who are meeting our expectations are on a **Green** action plan. The action plan only changes from **Green** when students' behaviours put their achievement or that of others at risk or do not meet our expectations in other ways.
- If a student on an **Amber**, **Red** or **Blue** action plan achieves the targets set for them to meet expectations the student can return to a **Green**, **Amber** or **Red** plan.

2. Interventions when a student does not meet our expectations

All interventions should focus on the behaviour(s); give the student a clear target and a target deadline and offer any appropriate support that is available.

All interventions are recorded on STS and are available for all staff, the student and the students' parent/carer(s) to view. The level of risk is recorded in colour on Update:

- **Green** indicates no or low risk;
- **Amber** indicates increasing risk;
- **Red** indicates high risk;
- **Blue** indicates that the student has not chosen to respond to the supportive actions of the College and follow the advice or take up the support offered. A **Blue** hearing is held at which a decision will be taken about whether the student will leave College.
- **Purple** indicates that the student's behaviours have required an immediate escalation to a hearing with a member of CET at which a decision will be made about whether the student can remain at College.

Other Information about a **Blue** Hearing:

- If a student does not attend a **Blue** Hearing the meeting will be re-arranged once. If the student does not attend for a second time they will be told to leave College.
- Parents will be invited to a **Blue** Hearing.
- If a student is unhappy with the outcome of a Blue Hearing they can appeal to the Principal in writing within 5 working days of the **Blue** Hearing.

Other Information about a **Purple** Hearing:

- The **Purple** hearing may follow a period during which the student is suspended while facts are ascertained and/or the hearing arranged. This is a neutral act.
- The **Purple** action plan applies only to the behaviour(s) which led to the **Purple** Hearing and can exist alongside another action plan relating to general expectations.

- Any repeat of the behaviour(s) which led to the **Purple** Hearing will result in permanent exclusion. A **Purple** Plan is fixed for the duration of the student's time at College.
- If a student does not attend a **Purple** Hearing the meeting will be re-arranged once. If the student does not attend for a second time they will be permanently excluded.
- A Parent/ Carer will be expected to accompany the student.
- If a student is unhappy with the outcome of a **Purple** Hearing they can appeal to the Principal in writing within 5 working days of the **Purple** Hearing.

3. Procedures

3.1 Green Plan

If a student does not meet our expectations they receive a verbal warning that they are not meeting our expectations and:

- if the student continues with the behaviour a cause for concern is recorded on STS; the action plan remains **Green** and a target and deadline (usually 2 weeks) are recorded;
- if the student meets the target their cause for concern is updated; the action plan remains **Green** and the target disappears;
- If a student has not met their **Green** target by the deadline, the cause for concern is updated and the target can become part of an **Amber** action plan with a new deadline. This follows a review by the teacher.

Green targets are sent to the student usually by their teacher and can also be seen by parent/carer(s) on STS. The teacher decides whether there is sufficient cause for concern to merit an **Amber** action plan.

3.2 Amber Plan

This is reviewed by the member of staff who set the **Amber** action plan. The Cause for Concern is updated following the review.

- If the student has met the **Amber** target(s) and is meeting College expectations, the cause for concern is updated and the action plan returns to **Green**.
- If the student has met some but not all of their targets the cause for concern is updated and the action plan remains **Amber**.
- If the student continues with the behaviour(s) and does not meet their Amber targets by the deadline, a further cause for concern is recorded on STS by the teacher reviewing the action plan requesting a **Red** action plan.

Amber plans are agreed by the student with a member of staff (usually their teacher) and can also be seen by parent/carer(s) on STS.

3.3 Red Plan

A request to change from an **Amber** to a **Red** Plan is made to the Assistant Head of school or Head of School. Before a plan becomes **Red** the Assistant Head of School should check whether any mitigating circumstances are known to the student's Head of School. If the behaviours are of sufficient cause for concern the plan will become **Red** and a meeting will be set up by the Assistant Head of school or Head of School with the student. Parent/ carer(s) will be invited to this meeting. It will go ahead if the parent/carer is unable to attend.

All interventions to date will be considered together with the student's response to them. The student will be given the opportunity to explain why they have not yet been able to meet the targets set.

A new deadline and review date is set for the target(s) to be completed on STS as part of a **Red** action plan which will include any support that the College can offer. Targets may be consolidated as part of the new plan. STS is updated.

When this is reviewed with the student the action plan will be updated and can:

- return to **Amber** if the targets have been met or enough of the targets have been met; (this can then turn **Green** when the targets are sustained following a further review and the student meets other College expectations.)
- stay **Red** if some but not all of the targets have been met;
- turn to **Blue** if none or not enough of the targets have been met.

Where the action plan returns to **Amber** or stays **Red** a further review will take place and the plan updated on STS as above.

3.4 Blue Hearing

A **Blue** Hearing is called when a student has not met the targets of their **Red** plan. The aim of the hearing is to determine whether a student should leave College or be given a final opportunity to meet the targets set. A Vice Principal will reach this decision after:

- hearing the case presented by Head of School, summarising the sequence of events leading to the **Blue** Hearing
- hearing the case presented by the student and any information presented by the parent/carer
- considering whether the student is now likely to achieve the targets set and if so any help the College can provide

At a **Blue** Hearing the student can:

- be told to leave College;
- be given a further opportunity to meet the unmet targets on the **Red** Action Plan which will have strict target deadlines; this will be reviewed by the Head of School.

If the student does not meet the **Red** Action Plan targets following a **Blue** Hearing, the Vice Principal who conducted the **Blue** Hearing will be informed and the student will be told to leave. There will be no further meeting.

3.5 Purple Hearing

On very rare occasions the behaviour of a student may necessitate immediate escalation to a **Purple** Hearing. This would be in cases where the student has broken the law; damaged property or otherwise acted in a manner which could endanger themselves or others.

There can be a period of suspension prior to the **Purple** Hearing while it is arranged or where investigations are undertaken to determine the facts or where the behaviours pose a threat to the safety of the student or others. Suspension is a neutral act and should be for as short a time as is practicable for the investigation to take place or the Hearing to be set up.

The aim of the hearing is to determine whether a student should leave College or be given an opportunity to change their behaviour(s). A Vice Principal will reach this decision after:

- hearing the case presented by Head of School; summarising the sequence of events leading to the **Purple** Hearing and any other evidence. These will be available for the student and parent/Carer at the Hearing;
- hearing the case presented by the student and any information presented by the parent/carer;
- considering whether the student can change their behaviour(s) and if so any help the College can provide.

At a **Purple** Hearing the student can:

- be told to leave College;
- be given the opportunity to stay at College on a **Purple** Action Plan;

or:

- where the Vice Principal does not consider the **Purple** risk warranted they can place the student on an appropriate plan which reflects the level of risk.

3.6 Appeals

Any appeal against the outcome of a **Blue** or **Purple** hearing should be made in writing to the Principal. The College will respond within 10 working days.