

Policy on Progress Monitoring and Support for 16-19 students



Policy Information	
Version number	V1.0
Date of issue	September 2023
Date of next review	August 2024
Person responsible for review	Nicki Dartnell
Ratified by:	Governing Body

Policy Statement

All staff at the College will work together to provide a supportive and caring environment in which students can achieve their potential. Our aim will be to resolve concerns speedily and to provide the support required to enable students to meet the College's expectations and fulfil their potential. Parents will be kept informed as appropriate.

This policy details the College's Monitoring and Support Pathway to assist students who are not achieving their potential or meeting College expectations. The Pathway is managed and recorded through Bromcom.

Procedures for Departments concerning student subject monitoring and supportive interventions

1.0 Introduction

All staff have a part to play in the monitoring, support and pastoral care of students. Where concerns arise or support needs are identified, staff should act in accordance with the following policy and linked additional guidance documents for tutorial and teaching staff. At all stages of the support process, staff who have initiated a support meeting must use functions in Bromcom to indicate either that a student has met the expectations and/or engaged fully with the support measures put in place and that the supportive intervention has ended, or that the supportive intervention is being passed on to the next stage.

2.0 Subject action

2.1 Student causing concern or needing support

Most concerns should be dealt with by the subject teacher in the first instance, as the teacher knows the student best and is therefore best placed to clarify expectations and set targets for improvement. These include: missed deadlines; lateness; working below potential; poor effort; inappropriate attitude to study; struggling with the material despite trying hard; poor attendance.

Unless it is a serious concern (e.g. failure to meet coursework deadline), the teacher will discuss the matter with the student and clarify expectations and/or offer appropriate support. In the exceptional case of a serious or urgent concern, it may be necessary to by-pass the normal procedure and to involve the tutor at an earlier stage. For procedures to be followed where potential failure to meet a coursework deadline is involved, please also refer to the College's separate NEA Policy.

Teachers should record a summary of this discussion in the Support function in Bromcom in which they should comment upon the concern and any support provided (as they may, occasionally, to record a notable achievement or contribution).

2.2 Support Pathway 'Stage 1' Repeat concern (second/third occurrence; insufficient improvement)

In addition to speaking individually with the student, the teacher will record brief details of the issue, and of any action taken or supportive measures put in place, in the student's support function in Bromcom. Examples of action might include an extended deadline, monitored target setting, attendance at Moving on Up sessions.

Teachers should also make the parent aware of the issue, either by copying them into a follow-up email to the student or by sending the parent a brief email directly outlining the concern and discussion. The exception to this is where a student has 'a private note alerting to a CPOMS comment, where teachers should first check with a DSL that contact with home is appropriate.

- 2.3 Support Pathway 'Stage 2' Persistent concern (*a further incident, with either teacher; lack of improvement or engagement with supportive measures, similar concerns across more than one subject*)

Teachers will agree the action to be taken and will explain this to the student. In most cases, the action will be a 'stage 2' supportive intervention with the tutor. The tutor will be alerted to the matter being passed on to 'Stage 2' in the form of a brief summary of the issue posted in the student's Comments in Bromcom.

2.4 'Stage 2' Meeting

The tutor will meet with the student usually within one week, but no later than two weeks after the 'Stage 2' has been initiated. The nature and tone of the meeting will be established by the tutor in response to the particularities of the student and the concerns raised. Should the concerns centre primarily on student progress (e.g. working below potential; struggling with the material despite trying hard.), the tutor will explain the concerns raised and the supportive measures which will be put in place to address them, in addition to how progress will be monitored. Should the concerns raised centre on behavioural issues (e.g. missed deadlines; lateness; poor effort; inappropriate attitude; poor attendance), then the tutor will clarify expectations and either explain the further action that will be taken and/or the consequences should the student fail to make sufficient improvement in relation to specific targets set by the tutor within a given timescale. The timescale should be agreed between the tutor and the student, but will mostly likely be two to three weeks at which point the tutor will meet again with the student to review progress. On occasion, when the student has satisfactorily met all of the agreed targets and improvements, it may not be necessary to conduct a formal review meeting, and the tutor may communicate the ending of a 'Stage 2' process and pass on congratulations to the student by email instead.

Brief details of a 'Stage 2' meeting, including action points and timescale, will be recorded in Bromcom by the tutor. Teachers should be made aware of the tutor's actions and they must keep the tutor informed of the progress being made by the student.

After the meeting, tutors should share brief details of the actions agreed with parents by email. It is also best practice to copy the student in to this email.

- 3.1 A 'Stage 2' process would normally be initiated by a tutor for any student whose overall College attendance drops below 85%.

5.0 Support Pathway 'Stage 3'

- 5.1 If a student fails to meet the targets set by the tutor, is still not meeting College expectations despite extensions of the 'Stage 2' process or if concerns about progress still exist and further action is required, the tutor will move the student to

'Stage 3' of the Support Pathway in an attempt to resolve the situation through the involvement of the Assistant Headteacher, Student Progression and Support.

5.2 A 'Stage 3' Process might also be initiated in the case of a significant one-off event that is sufficiently serious that it is deemed necessary for it to be dealt with by a senior member of staff.

6.0 'Stage 3' Action by Senior Member of Staff

6.1 A member of the Senior Leadership team, usually the Assistant Headteacher, will deal with the process at 'Stage 3' in most instances.

6.2 The Assistant Headteacher will review all Comments/Meetings in Bromcom, including any support already in place, previous action taken and action points agreed. They will discuss the student's situation with the tutor, teaching staff and support staff as necessary, potentially by convening a meeting with relevant staff, where appropriate.

6.3 The Assistant Headteacher will meet with the student usually within one week, but no later than two weeks after the 'Stage 3' has been initiated to discuss the concerns, offer further support if appropriate and decide on action points. They will then inform the tutor, teachers and other relevant staff of the outcome of the meeting through comments posted on the student's Bromcom page.

6.4

6.5 A review date will be agreed. This would usually be approximately three College weeks after the original meeting unless there are reasons why a shorter review term would be deemed appropriate.

6.6 The student's parent/s or carer/s would usually be invited to this meeting. If they did not attend they would be informed that the meeting had taken place and of its outcomes.

6.7 Support offered might include, but would not be limited to, some of the following (dependent on the nature of the concern and action previously taken):

- Moving on Up sessions
- Study skills support
- Wellbeing support in college
- Attendance at lunchtime workshops or use of peer mentors
- Meeting with a tutor or teacher
- Signposting to outside agencies

6.8 The action points agreed may include, but are not limited to:

- Repeated action points from previous stages if these have not been met
- Levels of attendance and/or punctuality and monitoring strategies
- Expectations of work to be submitted to deadlines or agreed extensions.
- Expectations of behaviour in or out of the classroom and/or levels of commitment, focus or involvement in lessons
- Meeting specific aspects of the Code of Conduct for students
- Communications with staff
- Adjustments to the student's extra-curricular or outside work commitments

- 6.9 During the meeting, the full range of options should be discussed with the student (and parents), including amending current College course if appropriate, leaving College to seek employment with training or to pursue other options for full or part time education with a different provider.
- 6.10 Where appropriate, a formal progression contract might be issued to a year 12 student outlining the possibility of non-progression into year 13
- 6.11 A formal Stage 3 contract may be signed which would include details of the support offered, action points agreed, the review date and any consequences of the student's inability to meet the action points. It may also include a final warning, stating that if a student does not meet the expectations clearly outlined in the contract, they will be required to leave the College. Parents will be given a copy of this contract. This would be reviewed in the review meeting with the Assistant Headteacher.
- 6.12 A senior member of staff may decide to extend the 'Stage 3' process if they feel that further progress could be made.

7.0 Withdrawal from College

- 7.1 A recommendation for exclusion from College should be discussed thoroughly in a review meeting with the Headteacher, with clear evidence provided that the Support Pathway process contained here has been followed fully.
- 7.2 In this meeting, all the evidence provided will be reviewed and the Headteacher will either sanction the recommendation for withdrawal or request that further intervention or support measures are put in place for a limited time as consistent with, or an extension of the measures outlined in section 6.6 and 6.7 above.
- 7.3 At the final review meeting, the Headteacher's decision will be informed by the views of all staff involved in the student's case and will be final.
- 7.4 Communication of this decision will be made in a meeting between the student, their parents and the senior member/s of staff involved. During that meeting the student should be offered a one-off appointment with a wellbeing coordinator as well as a careers interview to help them manage the transition out of College. Where it is not possible to arrange a meeting with all parties present, the decision will be communicated to all those that can be present in person and follow up communication will take place by phone or by email with those that cannot.

8.0 Appeals

- 8.1 If a student wishes to appeal against their withdrawal from College roll, they must write to the Headteacher requesting an appeal within five working days of notification of the decision; they must give specific grounds for the appeal. In the absence of such specific grounds, the appeal will not be considered.
- 8.2 Within ten working days of the notification of appeal being received or as soon as practicable thereafter, the student and parent(s) will be informed of the date of the appeal hearing, of her/his right to be accompanied by a parent and that written and/or oral evidence may be submitted.

- 8.3 The appeal will be heard by an appeal committee comprising the Headteacher and at least one other senior manager.
- 8.4 The purpose of the appeal is to consider whether:
- The decision to request that a student withdraw from College was arrived at in line with College policy and procedures
 - The decision to request that a student withdraw from College was reasonable in light of the evidence presented.
- 8.5 Only in exceptional circumstances would the purpose of the appeal be to reinvestigate the original cause for a Stage 3 process and the circumstances leading up to this.

8.6 Appeal Outcomes

In the event of an appeal on grounds of defective procedure the outcome of the appeal shall be a statement that EITHER:

- The procedure followed in arriving at the decision complies fully with the rules made for its operation; OR
 - The procedure followed in arriving at the decision entailed a minor breach or breaches of the rules made for its operation, but these were not of sufficient seriousness as to have prejudiced the interests of the student or led to a different outcome than would, in the opinion of a reasonable person, have been reached had the breach or breaches not occurred; OR
 - The procedure followed in arriving at the decision entailed a breach or breaches of the rules made for its operation which were of sufficient seriousness as to have prejudiced the interests of the student or led to a different outcome than would, in the opinion of a reasonable person, have been reached had the breach or breaches not occurred.
- 8.7 In the event of an appeal on grounds that the decision reached about the action to be taken was inappropriate in the context of the evidence presented, the outcome of the appeal shall be a statement that EITHER:
- The decision reached was reasonable in the context of the evidence presented and the outcome, or action taken, appropriate; OR
 - The decision reached was reasonable in the context of the evidence presented, but the outcome, or action taken, was inappropriate; OR
 - The decision reached was not reasonable in the context of the evidence presented.
- 8.8 If reaching either of the last two decisions set out above, the Principal shall ensure that the defect is remedied.
- 8.9 The student and parent(s) / carer(s) will be informed of the outcome of the appeal, and the reasons for it, within five working days of the appeal hearing. If it is not possible for a decision to be reached within this period the student and parent(s) / care(s) will receive a written explanation for the delay and be informed of when the

written decision will be available. This will mark the final stage of the appeal process. The decision of the appeal committee will be final and binding.

9.0 Explanations

9.1 The Right to be accompanied

At any stage in the above appeal procedures, the student may be accompanied by a friend. This could be another student, or a parent or a member of staff. In order for students to exercise their right to be accompanied they must make a reasonable request to the College. Where the chosen friend cannot attend on the date proposed for any meeting, an alternative time and date can be offered so long as it is reasonable and falls within five working days of the original day proposed.

9.2 Records

At all stages of the Support Pathway and appeals process, records will be kept detailing the support offered, ways in which a student has not met College expectations, the College's response, any action taken and the reasons for that action. These records will be stored in accordance with the College's confidentiality policy and retained in accordance with the GDPR which requires release of certain data to individuals on their request. Copies of any meeting records will be made available to the individual concerned although in certain circumstances some information may be withheld, for example to protect a witness.

9.3 Legal Representation

All Support Pathway meetings and hearings covered by these procedures are internal to the College and not normally open to legal or professional representation for either the College or the student.

9.4 Variations and Amendments to these Procedures

Although every effort will be taken to avoid varying these procedures, in exceptional cases it may be necessary to do so. For example, it may be necessary to vary the personnel involved in an appeal committee in order to avoid involving anyone who may have had close personal involvement in the matter to be considered. In such exceptional cases, the student will be informed in advance.

Every effort will be taken to meet the stated time limits defined in these procedures. Where this proves impossible, the student will be advised of the situation at the earliest opportunity.