

# STUDENT PERFORMANCE MANAGEMENT POLICY

## SIXTH FORM COLLEGE

<b>Policy Family</b>	Student Experience
<b>Reference</b>	SFC-02
<b>Responsible Manager</b>	Assistant Principal (Student Services)
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### Aim

- 1) Students make progress in their studies
- 2) Students develop as individuals
- 3) Students make a contribution to the College and the wider community

### Objective of the Policy

- 1) To increase attendance and retention
- 2) To develop a consistent culture of both praise and challenge
- 3) To improve outcomes for students
- 4) To further engage families and carers in their student's education and progression

### Scope

All students studying at the Sixth Form College on Level 1-3 courses.

### Policy

#### Philosophy

Student progress and behaviour for learning is the responsibility of every member of staff; we are all responsible for playing our role in promoting the College values and mission statement;

**"A caring community, delivering excellence and inspiring futures"**

Therefore, the student performance management policy and procedure is the responsibility of every member of staff and will be promoted by all.

## Result

We want all students to perform to the best of their ability whilst at the Sixth Form College, and to make progress towards the next stage of their life.

As such we require the following commitments from students:

### **Student commitment agreement / (ready, respectful and safe)**

1. Attend and be punctual
2. Be prepared for study, progress and undertake independent study
3. Show respect for others, property and self-respect

We also make the following commitments to students:

### **College commitment**

Excellent career guidance to support you in enrolling on the most appropriate programme of study for your career intentions, talents and experience.

Well planned and resourced lessons that will stretch all members of the College. Excellent resources are provided to students in a range of formats to support their learning needs and develop the graduate attributes required in further study and employment.

Support staff available to guide and support you through your learning, and to help you develop your independence, resilience and experiences.

## Implementation

The policy and procedures have operated successfully for a number of years and this update is not a significant change to previous operations. The main changes will be conveyed to staff via the diagrams showing the full praise and performance procedures. These will be displayed in all staff workrooms, and copies made for classrooms.

## Communication

The policy and procedures will be available from the institution. They will be available on request by students, parents and members of the public in an audience appropriate format.

It is important that we are careful in how we communicate with families about the progress of their students. The support for students is severely undermined and disrupted if we do not communicate fully and transparently.

**The Principal's PA** - will coordinate the communication and paperwork around Disciplinary Panels with standard letters being issued to arrange the panel and to inform the family of the outcome; also standard forms being used, such as leavers forms, etc.

**Senior Manager** – will ensure that when a Senior Manager's contract is agreed with a student this will be recorded on the student data platform. They will also ensure that parental contact has been established and that the Parents' and Students' Guide has been provided. They will also ensure the student data platform is updated with any review.

**Lead Managers** – will ensure that when a contract is agreed with a student this will be recorded on the student data platform. They will also ensure that parental contact has been established and that the Parents’ and Students’ Guide has been provided. They will also ensure the student data platform is updated with any review.

**Teachers/Staff members** – will ensure that when a commitment interview with a student is held this will be recorded on the student data platform. They will endeavour to inform parents of this following the interview. They will also ensure the student data platform is updated with any review.

**All Staff** – will ensure that all interventions are logged on the student data platform. This will ensure that multiple small transgressions are dealt with and that we remain a caring community.

## Monitoring

It is important to track and monitor the impact of the procedure to assess the impact on the College community, to understand the impact on designated groups within the community and further improve the effectiveness and efficiency of the process to see if it is meeting the aims in the Student Performance Management policy.

The PA to the Principal maintains a tracking document for this purpose.

1. The Lead Manager firstly confirms with the Assistant Director of Teaching, Learning and Assessment/ Director of Teaching, Learning and Assessment that it is appropriate to refer a student and then informs the PA that a contract has been failed and the PA calls the Disciplinary Panel. In all cases the Lead Manager will consult with colleagues to test their reasoning before calling the panel.
2. The student’s details are entered onto the tracking document so that they are registered in the process.
3. The PA arranges the meeting, notifying parents and arranging calendars.
4. Following the meeting the panel informs the PA of the panel outcome and this is logged onto the tracker.
5. The PA updates the tracker as tasks are completed. For example, notifying teachers, leavers form, letter within five working days and phone call within 24 hours.

The tracker is used to create an annual review that is shared with SMT and appropriate governance committees.

## Procedure

### Praise

Please see the praise procedure table [appendix A].

All members of the College community (staff, visitors and students) will use **praise** to positively re-enforce the learning culture of the College. This will be developed in innumerable ways but in particular, through positive constructive feedback on student work (areas of strength and areas that require further development), valuing student contributions to learning and the student leadership team. As part of the ASPIRE programme, College staff will recognise student progress and performance against the ASPIRE principles: Achievement, Skills, Participation, Independence, Respect and Endeavour. The College aims to recognise more students, more often, either for things they do in College, or for things they do outside College which we could use to motivate them in their studies.

1. For the first five weeks of each half-term, staff will recognise student behaviour and skills which are worthy of praise, using the six ASPIRE principles as guidance. Staff will conduct a conversation with students where

they praise them for the effective behaviour they have displayed. This will be logged on CEDAR via the pastoral log.

2. In the sixth week of each half term, each pathway meeting will focus on praise and the Assistant Director of Teaching, Learning and Assessment will direct Middle Managers and Progress Coaches to take a number of actions. Any student with three nominations in the same ASPIRE principle will be awarded the relevant badge by the Assistant Director of Teaching, Learning and Assessment [see appendix B]. Students who have five or more nominations in total will have a postcard sent home by their progress coach. The top twenty students in each pathway will be recognised at a pathway awards ceremony.
3. In the second half term, the same process will apply, with the exception that at the end of each term the Principal will meet ten students from each pathway, who have received the most praise comments during the previous two half terms.
4. Stages 1-3 will be repeated in terms two and three.
5. Students who are awarded all ASPIRE badges will be recognised at awards evening for a special award.
6. There will also be awards for the top performing students per pathway in each ASPIRE category recognised at awards evening.

### **Student performance management**

Please see the student performance management flow diagram Appendix C.

A small number of students may struggle to meet the commitments they agreed at enrolment, and the College guarantees to support all students in their studies using the student performance management system.

Students may escalate through the stages quickly, and may miss out stages if the behaviour causing concern is severe or constitutes serious misconduct. A student may progress straight to Disciplinary Panel to safeguard themselves illegal or violent behaviour. Failure to engage with any stage of the process is similarly a disciplinary issue and will cause students to escalate to the next stage up.

From the start of the academic year, teachers will make a phone call home following all absences to conduct a welfare check, set expectations, and explain the link between attendance and achievement. This will be logged on CEDAR using 'information: information' in the pastoral log; the same process will be followed for non-completion of work.

1. If concerns persist, teachers will discuss these concerns with the student, set expectations clearly and offer support. This will be recorded on the pastoral log as 'Stage 1: Verbal warning'.
2. If students continue to find it difficult to meet expectations, a teacher, progress coach or other member of the College staff will hold a Commitment Meeting where the reasons for the failure to meet the student commitments are discussed and SMART targets agreed that will help the student improve. Staff will explain the purpose of this stage [to support the student to develop better study habits], and record the conversation on the pastoral log as a 'Stage 2 - commitment report'. The member of staff will outline the support available to help the student meet their commitments.

Staff will issue a BLUE report card to support a student to develop good habits and behaviour for learning. A review meeting date, time and location will be agreed to review the progress made in the time scale agreed. Staff will inform parents that this has taken place and the targets set and agreed.

3. At the **Commitment Meeting Review**, progress against the SMART targets will be evaluated. If the targets have been met the commitment interview will be completed and the student praised for the improvement in their approach to study at the College. If the targets have been partially met the commitment interview may be extended by a further two weeks, only once. If the targets have not been met the commitment interview may be escalated to a contract meeting. Failure to engage with the process of support for meeting the targets agreed is considered a reason for escalation.
4. The pathway leadership team and progress coaches have regular floor meetings to discuss student progress, and a **Lead Manager**, [either the Progress Coach, Middle Leader or senior member of staff] will be agreed at the floor meeting, reflecting the workload of staff or the circumstances of the reason for escalation. The lead manager will make contact with the student's parents or guardian. The lead manager will also reflect any involvement and support from the student services teams, with specific reference to Looked After Children (LAC). If escalation has happened too quickly or insufficient support has been provided to the student the case review might refer the student back down the scale.
5. The LEAD MANAGER will conduct a **Contract Interview meeting** where further targets will be agreed to support the student in meeting their commitments and making progress in their studies. At the contract meeting, the student will be given a copy of the contract, and a GREEN report card to support the student in establishing good habits and behaviour for learning. The student and family will understand that failure to meet these targets will result in escalation to Disciplinary Panel and that failure to engage with the process is considered a reason for escalation. A student may be required to sign a contract as a condition of re-enrolment into year 2 of a two year course, or into year 1 where they have completed the foundation year, or where they are restarting or transferring from another provider.

The support of a student's home and family is recognised as significant in their progress by the procedures used by the College to increase parent engagement. Where possible, the College desires that parents will be present for the contract meeting. This may not always be possible, but the **Lead Manager** must make every effort to engage parents using every available method and inform parents of the process, and agreed actions. If the student is not supported by the parent/guardian/carer an appropriate adult such as the progress coach might be asked to support the student and act as an advocate for them. At the conclusion of the meeting, parents will be given and/or sent a copy of the contract, the student's timetable and a copy of the parent/student guide.

As with the Commitment Review the **contract review meeting** has three possible outcomes, remove, extend, and escalate. In some cases, it may be appropriate for a contract to transfer from one lead manager to another, for example a more senior leader or student services. The escalation in this case will be to Disciplinary Panel.

6. The **Disciplinary Panel** consists of the manager referring the student and two senior members of staff. The student and parent/guardian/carer will have received the Parent/student guide at the contract meeting, detailing the process of the disciplinary panel and the consequences of failing to meet the contract (see appendix 2). A disciplinary panel will be called where the Lead Manager judges that the student is unwilling or unable to meet their commitments to the College and the appropriate support offered has not created the required commitment by the student. The Lead Manager will ensure full parental engagement, or suitable alternative arrangements, prior to referring the student to a disciplinary panel meeting. The Lead

Manager will explain the reasons why the student should be permanently excluded from the College. The student and parent will similarly explain their case. The panel will ask questions to clarify their understanding of the situation and the support offered to the student. The panel will reflect on the case following the meeting and report their findings by telephone within one working day (24 hours where possible) and in writing within five working days. If a parent/guardian/carer does not attend the meeting an alternative date or another appropriate adult may be appointed to support the student and be an advocate for them. Failure to engage with the process is considered a reason to exclude. There are three possible outcomes of a Disciplinary Panel, permanent exclusion, referral back to Contract, or a two-week extension via Senior Manager's Contract. The Disciplinary Panel will only include staff employed by the College, the student, the registered next of kin / appropriate advocate and an accredited interpreter if that is appropriate.

7. If the Disciplinary Panel feels there is insufficient evidence to exclude a student, but that earlier stages of the process have not been successful in changing behaviour, they may decide to refer a student to a **Senior Manager's Contract**; it is likely that this senior manager's contract will be managed by a DTLA or ADTLA or other senior colleagues. This will proceed like a contract meeting. At this meeting, the Senior Manager will also give the student a RED report card to support the student in establishing good habits and behaviour for learning. Failure to engage with the process is considered a reason for exclusion.

If a student chooses to withdraw rather than attend a Disciplinary Panel, during a Disciplinary Panel, whilst on Senior Manager's Contract or following a suspension this will be recorded on the tracking document as 'withdrawn at Disciplinary Panel'.

Students may appeal to the Principal that the process has not been followed, but may not appeal against the content or substance of the decision made by the disciplinary panel.

## Guidance on the student disciplinary panel

### The Disciplinary Panel meeting will only include;

1. The Panel; two senior members of staff.
2. The referring manager.
3. Principal's PA to make notes.
4. The student.
5. The student's registered next of kin, usually a parent or carer. If a next of kin is not available the College may ask an appropriate member of staff, for example a progress coach, to support the student during the meeting.
6. An accredited interpreter if that is appropriate, a disability animal or appropriate technology to support communication.

### The structure of the Disciplinary Panel meeting;

- Before the start of a panel, the student will give their ID badge to the panel.
- The Panel will explain how the meeting will be structured and ensure that introductions are made. The panel will ask if there are any questions before the meeting starts.
- The Lead Manager will explain why the panel has been called. They may use a range of sources of information, including the College electronic data systems.
- The panel may ask questions to clarify their understanding of the information provided.
- The student will be invited to give their explanation about why the panel has been called and the opportunity to respond to the information provided.

- The Panel may ask questions to clarify their understanding of the information provided.
- A broader open discussion may flow from these opening comments.
- Towards the end of the meeting the panel will summarise the evidence provided and may discuss if referral back to Contract, or a possible extension via Senior Manager's Contract is appropriate.
- At the end of the meeting a member of staff will ensure that the student and visitor(s) are safely starting their journey home.
- The panel will deliberate the most appropriate ways in which the College can support the student, and this will be Permanent Exclusion, referral back to Contract, or an extension via Senior Managers Contract.
- Students may choose to withdraw during the meeting and their record would show this.
- The panel will attempt to communicate their decision to the student within 24 hours by phone, and in writing within 5 working days.

Students may appeal their Permanent Exclusion by writing to the principal to explain the reasons for the appeal and how the policy has not been followed.

### **Fitness to study**

The College is committed to supporting all students to complete their courses successfully and achieve their potential. However, there are times when physical and/ or mental health issues mean that students are unable to meet the commitments agreed at enrolment. In such cases, staff will support students using the student performance management process detailed above. At each stage, staff will communicate clearly with parents and students the ways in which the student's physical or mental health is impacting on their progress and the support that has been offered to help them stay in College. There may be situations where the College has made reasonable adjustments and appropriate support, but the student is still unable to meet the commitments agreed at enrolment. If stages 1-3 of the student performance management policy have not been successful in helping the student make progress, a 'fitness to study' panel will be called where the Lead Manager will explain how Fitness to Study is impacting on the student's progress and attendance. There will be an opportunity for a discussion with the student and the family on the student's fitness to study and the most appropriate options available. The outcomes of this panel may range from continuing on their programme of study whilst meeting their enrolment commitments to withdrawal from College.

### **Returning to College**

Any student who leaves College following a Fitness to Study panel and wants to return the following year would be required to re-apply, and provide evidence that they are now fit to study.

### **Suspension of students**

Students may be suspended from attendance at the college by two senior members staff, such as members of the senior management team or other senior managers. Suspended students are not permitted to attend any College sites or activities and must not contact College staff or students (unless told otherwise) until a return to College meeting has taken place with a senior member of staff. If the student is on a contract this meeting will automatically be a Disciplinary Panel.

Suspension may take place to safeguard the student themselves or other members of the College community where there is a risk of harm. The College will not use suspension as a punishment.

The normal time limit for a suspension is 1-5 working days. However, it may last until the event that led to the suspension is resolved (for example, a serious criminal trial). During the suspension the student will remain on the College roll and the College will endeavour to support the continued progress of the student's learning where practically possible. If lasting longer than five days, the reasons for the continuing suspension will be explained to the student and further support offered to the student so that their studies may continue remotely.

Following suspension, the student will either [1] attend a return to college re-integration meeting with a parent/guardian/carer to discuss the most appropriate next steps, [2] withdraw, or [3] be offered the opportunity to attend a Disciplinary Panel. If a parent/guardian/carer does not attend this return to college re-integration meeting, an appropriate adult, for example the progress coach, will attend to be an advocate and support for the student. Failure to attend the return to college meeting will be taken as a failure to engage with the support provided by the college. A further meeting date will be offered, failure to attend this will result in removal from college.

If the appropriate next step from Suspension is a Disciplinary Panel Meeting this will be held using the standard format described above.

### Related Documents

Commitment Report (BLUE Card)  
Contract report (GREEN Card)  
Senior Managers Contract  
Senior Managers Contract Report (RED Card)  
Student and Parent Information Booklet.  
Searching, Screening and Confiscation Advice For Schools [DfE]



# Appendix A – Praise Procedure Flow Diagram



## Appendix B – Colours attached to each ASPRE principle

	Achievement= Yellow
	Skills= Blue
	Participation= Green
	Independence= Purple
	Respect= Red
	Endeavour= White

## Appendix C: Student performance management process

