

Student Performance Management Policy

Sixth Form College

Policy Family	Student Experience
Reference	SFC-02
Responsible Manager	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) 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;

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

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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 too 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 class. 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.

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Procedure

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. Please see the Praise procedure table as appendix A.

1. A small number of students will struggle to meet their commitments and the college guarantees to support all students in their studies. The **Commitment Meeting** is held by a teacher, progress coach or member of the college staff to support the student to meet these commitments. The reasons for the failure to meet the student commitments will be discussed and SMART targets agreed with the student. The member of staff will outline the support available to help the student meet their commitments. 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. Staff may choose the option of using a GREEN report card to support a student to develop good habits and behaviour for learning.
2. At the **Commitment Meeting Review**, the 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.
3. The **Lead Manager**, either the Progress Coach, Middle Leader or senior member of staff will be agreed and they will make contact with the student's parents or guardian. This might reflect the workload of staff or the circumstances of the reason for escalation. 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. The pathway leadership team and progress coaches have regular meetings to discuss student progress, and the lead manager may be agreed at this meeting. The lead manager will also reflect any involvement and support from the student services teams, with specific reference to Looked After Children (LAC)
4. A **Contract Interview** will be held **with a parent/guardian/carers present**. 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. If the student is not supported by the parent/guardian/carers an appropriate adult such as the progress coach might be asked to support the student and act as an advocate for them. At the contract meeting further targets will be agreed to support the student in meeting their commitments and making progress in their studies. The student and family will understand that failure to meet these targets will result in escalation to Disciplinary Panel. At the contract meeting, the parent and student will be given a copy of the contract, the student's timetable and a copy of the Parent/student Guide. It is likely that the lead

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manager will also give the student a YELLOW 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 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.

5. 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 5 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 the contract has been breached by the student, they may decide to refer a student to a **Senior Manager's Contract**. This will proceed like a contract meeting. It is likely that 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.
8. 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'.
9. 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.

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Students will escalate through the stages quickly, and miss out stages if the behaviour causing concern is severe or serious misconduct. A student may progress straight to Disciplinary Panel for safeguarding, 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.

All this is summarised in the Performance procedure table – Appendix B

Suspension of students

Students may be suspended from attendance at the college by two senior members staff, such as members of SMT 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 for one or more of the situations defined below, but this is not an exhaustive list;

- Safeguarding or Prevent concern.
- The welfare and safety of a member of the college community, including the student suspended.
- During the investigation of criminal behaviour, safeguarding or prevent concerns, by the college or other appropriate authority.
- Academic misconduct including examination misconduct.
- Behaviour that may bring the college into disrepute.
- Behaviour that breaks the student enrolment agreement or fails to meet the student's commitment to the college.

A suspension may last from one day to the conclusion of the event that has led to the suspension (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. The normal time limit for a suspension is 1-5 working days. If lasting longer than 5 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.

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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 any Stage 1 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.

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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 policy.

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

1. The Lead Manager firstly confirms with the ADTLA/DTLA 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 5 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.

Student and Parent Information Booklet

The aim of the student Performance Management Policy is to support students to understand and conform to the commitments students make when they join the college, so that they can make appropriate progress in their studies. These commitments are to;

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

Similarly, the college makes commitments to support students.

College commitment

1. Excellent career guidance to support you in enrolling on the most appropriate programme of study for your career intentions, talents and experience.
2. Well planned and resourced lessons that will stretch all members of the class. 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.
3. Support staff available to guide and support you through your learning and developing your independence and developing your resilience and experiences.

When a student breaks any of their commitments the college operates a student performance management process to help them get back on track. The details of this are on the following pages:

There are several stages to the Student Performance Management Policy shown in the table below.

Students may accelerate through the stages or miss stages out entirely if the nature of the concern is serious or serious misconduct, for example damage to property, violent behaviour or a safeguarding concern. A student may be called directly to Disciplinary Panel.

An appropriate adult (for example the student's progress coach) will act as the student's advocate if a parent/guardian/carer (registered next of kin) is not available.

Failure to engage with the policy is a reason to escalate through the stages.

The college expects all students to attend full time, as this is their place of work. While we expect students to record the reasons for any absence, using the student absence procedure, they are not an excuse for poor attendance.

Where relevant a Disciplinary Panel will consider whether a student is well enough to study. A possible outcome for 'fitness to study' is that the student is withdrawn but allowed to reapply the following year with evidence that they are now well enough to study.

<u>Type of intervention:</u>	<u>Who:</u>	<u>What to be done:</u>	<u>Possible next steps:</u>
STAGE 1 Verbal warning and concern logged on Cedar	Any members of staff Student	1) Speak to student directly 2) Log on Cedar	If problems prove to be not just one-off then will be referred to next stage.
STAGE 2 Commitment Interview	Any member of staff but typically teachers and Progress Coach Student	1) Do Commitment Interview with student. 2) Inform parents/guardian of process, either by phone or email. 3) Log on Cedar 4) Issue GREEN card for lessons and tutorial as appropriate 5) Review with student after two weeks' minimum.	1) Complete: student has improved and no longer an issue 2) Extend: some progress seen at review, but limited. 3) Refer to next stage.
STAGE 3 Contract	MM or Progress Coach Student Parent or advocate	1) Contact and inform parents 2) Contract Interview, with parents or advocate present. 3) Log on Cedar 4) Issue student with YELLOW card as appropriate for lessons and tutorial. 5) Review with student after two weeks' minimum 6) Inform parents/advocate of outcome of review.	1) Complete: student has improved and no longer an issue 2) Extend: some progress seen at review, but limited. 3) Refer to next stage.
FINAL STAGE Disciplinary Panel	Principalship/SMT Lead Manager - present case against Student Parent or advocate for student	Either remove student or refer back to Lead manager, or extend via Senior Managers Contract.	1) Exclusion 2) Extend – where evidence not sufficient to exclude, an extension may be granted via Senior Managers Contract. 3) Refer: back to Contract

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It should be noted that the below extension is not to be assumed, and rather will only function at the discretion of the Disciplinary Panel. This will be issued where there are clear signs of improvement and the student appears to understand the previous targets and breaches of their commitments, as well as being clear in how they are going to keep them in future. If there is limited/no evidence of this, the student may be excluded without this extension.

Extension to Final Stage Senior Manager's Contract	Senior manager	1) Contact and inform parents	1) Complete: student has improved and no longer an issue
	Student	2) Issue student with RED card as appropriate for lessons and tutorial.	2) Extend: some progress seen at review, but limited.
	Parent or advocate	3) Review with student after two weeks' minimum 4) Inform parents/advocate of outcome of review.	3) Exclude – via referral back to disciplinary panel.

The Disciplinary Panel meeting will only include;

1. The Panel; two senior members of staff.
2. The referring manager.
3. Principal 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.

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- 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.

Related Documents/Templates

Contract

Senior Managers Contract

Commitment Report (GREEN Card)

Contract report (YELLOW Card)

Senior Managers Contract Report (RED Card)

Student and Parent Information Booklet. [included above]

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Appendix A – Praise procedure - Table

<u>Type of praise:</u>	<u>Who:</u>	<u>Further Guidance:</u>
<u>Level 1 Praise</u>		
Staff Commendation Contact home – call or e-mail Always logged on Cedar	Classroom teacher; Progress Coach; Support staff	This can be for attendance/punctuality in class; work in class; behaviour in and around college; support for staff/students; resilience; creativity; achievements outside of college
<u>Level 2 Praise</u>		
Department/Subject Commendation Postcards home Always logged on Cedar	Middle Managers both curriculum and student support	As above but achievement/excellence is worthy of note at departmental level. Typically, MM will go into the student’s classroom to make more of a show of the student’s achievement. <i>MMs are free to develop and create own “local” ways of celebrating student success and praise but anticipated this may involve cards home; certificates; prizes.</i>
<u>Level 3 Praise</u>		
Pathway Commendation Stars and Certificates Always logged on Cedar	Directors/Assistant Directors	Students will be identified through recommendations from MMs who will collate information from teachers regarding students excelling at Pathway level or county level in sport and equivalent achievements outside of college. Typically, DTLA/ADTLA will go into the student’s classroom to make more of a show of the student’s achievement.

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<u>Level 4 Praise</u>		
<p>Principal's Commendation</p> <p>'Graduate Badge' and Certificates</p> <p>Always logged on Cedar</p>	<p>Principalship</p>	<p>Students will be identified through recommendations from Senior Managers/Directors who will collate information from MMs regarding students excelling at college level or national level in sport and equivalent achievements outside of college.</p> <p>Typically, students will be invited to attend an awarding ceremony conducted by a member of the principalship.</p>
<u>Final Stage</u>		
<p>College Commendation</p> <p>Certificates and Prize</p> <p>Always logged on Cedar</p>	<p>Whole community</p>	<p>Students will be identified through recommendations from Course leaders on an annual basis and other staff leaders to be invited to attend the annual award ceremony.</p>
Commendations for Attendance		
<p><u>Attendance Commendations</u></p> <p>'Attendance Badge' and Certificate</p>	<p>Directors/Assistant Directors</p>	<p>These to be awarded by Directors/Assistant Directors.</p> <p>First Award will be for 99+% attendance for two full terms.</p> <p>Second Award will be for 99+% attendance for four full terms.</p> <p>Final award will be for 99+% attendance for all time at college.</p>

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Appendix B – Performance procedure - Table

<u>Type of intervention:</u>	<u>Who:</u>	<u>What to be done:</u>	<u>Possible next steps:</u>	<u>Further Guidance:</u>
<u>Level 1 Intervention</u>				
Verbal warning and concern logged on Cedar	Any members of staff Student	1) Speak to student directly 2) Log on Cedar	If problems prove to be not just one-off then needs to become a Commitment Interview.	Each member of staff is responsible for making L1 interventions as appropriate
<u>Level 2 Intervention</u>				
Commitment Interview	Any member of staff but typically teachers and Progress Coach Student	1) Do Commitment Interview with student. 2) Inform parents/guardian of process, either by phone or email. 3) Log on Cedar 4) Issue GREEN card for lessons and tutorial as appropriate 5) Review with student after two weeks' minimum.	1) Complete: student has improved and no longer an issue 2) Extend: some progress seen at review, but limited. 3) Refer to next level	Only 1 commitment interview per student However, all staff continue to be responsible for challenging and supporting student; phoning home and logging on Cedar. In addition, staff are asked to support students by completing the GREEN report card as appropriate to the students' targets.
<u>Level 3 Intervention</u>				
Contract	MM or Progress Coach Student Parent or advocate	1) Contact and inform parents 2) Contract Interview, with parents or advocate present. 3) Log on Cedar 4) Issue student with YELLOW card as appropriate for lessons and tutorial. 5) Review with student after two weeks' minimum 6) Inform parents/advocate of outcome of review.	1) Complete: student has improved and no longer an issue 2) Extend: some progress seen at review, but limited. 3) Refer to next level	Only 1 contract per student However, all staff continue to be responsible for challenging and supporting student; phoning home; logging on Cedar. In addition, staff are asked to support students by completing the YELLOW report card as appropriate to the student's targets.

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<u>Type of intervention:</u>	<u>Who:</u>	<u>What to be done:</u>	<u>Possible next steps:</u>	<u>Further Guidance:</u>
<u>Final Stage</u>				
Disciplinary Panel	Principalship/SMT Lead Manager to present case against Student Parent or advocate for student	Either remove student, extend in cases of lack of evidence, or refer back to Lead Manager.	1) Exclusion 2) Extension – via. Senior Managers Contract 3) Refer: back to Contract.	These should be timetabled for every week of term to avoid delays
<u>Optional Extension: At discretion of Disciplinary Panel</u>				
Senior Manager's Contract	Director/Assistant or member of SMT/CMT Student Parent or advocate	1) Contact and inform parents. 2) Log on Cedar 3) Issue student with RED card as appropriate for lessons and tutorial. 4) Review with student after two weeks' minimum 5) Inform parents/advocate of outcome of review.	1) Complete: student has improved and no longer an issue 2) Extend: some progress seen at review, but limited. 3) Exclude – via referral back to Disciplinary panel	Only 1 contract per student However, all staff continue to be responsible for challenging and supporting student; phoning home and logging on Cedar In addition, staff are asked to support students by completing the RED report card as appropriate to the student's targets.

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