

STUDENT PERFORMANCE MANGEMENT POLICY

SIXTH FORM COLLEGE



Policy Family	Student Experience
Reference	SFC-02
Responsible Manager	Operational Director Student Performance Engagement and Conduct
Approval Date	September 2025
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Review Date	August 2026

Aim

- 1) Students achieve strong and sustained academic progress in their studies
- 2) Students develop strong personal, social and professional attributes including resilience, independence and employability
- 3) Students contribute positively to the College and the wider community, demonstrating respect, responsibility and active citizenship

Objective of the Policy

- 1) To improve attendance, punctuality and retention ensuring all students are supported to engage fully in their learning
- 2) To embed a consistent culture of high expectations, praise and constructive challenge, promoting exemplary behaviour and attitudes
- 3) To raise achievement and progression outcomes, particularly for disadvantaged and underperforming groups
- 4) To strengthen partnerships with families and carers enhancing their role in supporting student success and wellbeing

Scope

The Student Performance Management Policy is a whole-college responsibility. All staff are expected to model and promote the College's values: **"A caring community, delivering excellence and inspiring futures"**

This policy applies to all full-time and part-time students enrolled on Level 1–3 programmes at the College in the following instances:

- While on college premises, both during and outside of class
- When travelling to or from college

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- During college organised trips, placements or events
- When behaviour outside of college has a negative impact on members of the college community (e.g. incidents of cyber bullying)

Students studying Higher Education courses at the College are not covered by this policy. Details of the procedure for Higher Education students can be found via the link on p.7.

Implementation

This updated version builds on established practice and introduces refinements to ensure greater consistency, transparency and aligned with Ofsted's expectations for behaviour, attitudes and personal development.

Key implementation actions:

- **Visual guidance:** Updated diagrams outlines the full Praise and Performance procedures will be displayed in all staff workrooms and classrooms
- **Staff Induction and CPD:** All staff will receive training on the revised procedures during induction and ongoing CPD sessions
- **Digital logging:** All interventions, commitments and reviews must be recorded on CEDAR to ensure transparency and consistency

Communication

Clear, timely and respectful communication with students is essential to building trust and support student success.

- The policy and procedure will be available on request by students, parents and members of the public in an accessible format.
- Staff will communicate **constructively and consistently** with families about student progress, concerns and interventions
- **The Principal's PA** -will coordinate formal communications related to Disciplinary Panels using standardised letters and forms
- **Senior and Lead Managers** will ensure that all contracts and reviews are recorded on CEDAR and that families receive the Parents' and Student's Guide
- **Teachers and Support Staff** will log all commitment interviews and follow up with families where appropriate

Monitoring

Monitoring ensures that the policy is applied fairly, consistently and effectively across the college.

The Deputy Principal holds final responsibility for authorising student withdrawals ensuring:

- All support and intervention pathways have been exhausted
- The decision is evidence-based, fair and in the student's best interest
- The process is transparent and well-documented, with clear communication to families and relevant staff
- Chair or delegate disciplinary panels where withdrawal is a potential outcome ensuring due process is followed

- Ensure that all decisions, particularly around withdrawal are made with safeguarding and equality considerations in mind

The Assistant Principal (Curriculum & Quality) is responsible for ensuring the consistency and fairness of application across all departments and student groups, impact evaluation and continuous improvement is evident. The Operational Director for Student Performance, Engagement and Conduct is responsible for monitoring the implementation and impact of the policy, with a focus on equity and inclusion and in ensuring the central tracking document, creating monthly and annual reports that are shared with the Senior Leadership and Management Team and appropriate governance committees.

Praise Procedure

Please refer to the Praise Procedure table [Appendix A]

Promoting a Culture of Praise and Positive Reinforcement

The college is committed to fostering a positive learning environment where praise and recognition are used to reinforce high standards of behaviour, engagement and academic achievement. All members of the College community – including staff, students and visitors – are expected to contribute to this culture. Positive reinforcement will be embedded in everyday practice, particularly through:

- Constructive feedback on student's work, highlight both strengths and areas for development
- Valuing student contributions in lessons and the wider College community
- Recognising the efforts of the Student Leadership Team
- Celebrating progress and performance in line with the College's ASPIRE principles: Achievement, Skills, Participation, Independence, Respect and Endeavour

Day to Day Recognition

Throughout the academic year, all staff – including teaching and support staff – will actively identify and acknowledge student behaviours that align with ASPIRE principle. This includes:

- Engaging students in conversations to praise specific positive behaviours
- Logging praise on CEDAR via the pastoral log
- Clearly linking praise to the relevant ASPIRE principles

Termly recognition

In the penultimate week of October, February and June half terms:

- The Operational Director, Curriculum Managers, and Progress Coaches will identify students with **five or more ASPIRE nominations**
- Progress Coaches will send **postcards home** to these students to acknowledge their progress and engage parents/carers
- Additional students may be identified using the behaviour dashboard including those with high attendance or those performing at or above their Minimum Expected Grade (MEG)

Principal's Recognition

- At the end of each term:
- The Principal will meet with the **top five students** from each pathway who have received the most ASPIRE nominations over the previous two half terms. These students will receive a **certificate of recognition**

- An additional 15 students per pathway will be celebrated at a **Principal's Award Ceremony** held in the college atrium. Certificates will be presented and internal marketing will be used to promote a culture of praise

Annual ASPIRE Awards

At the annual **Awards Evening**, the college will present special recognition to the **top-performing students in each ASPIRE category** across all pathways

Student Performance Management Procedure

Please refer to 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 [See student Misconduct Policy and Procedure: Appendix C]. A student may progress straight to Disciplinary Panel to safeguard themselves, or for illegal or violent behaviour. Failure to engage with any stage of the process is similarly a disciplinary issue and will lead to escalation of the process.

As part of enrolment, students are asked to sign an enrolment commitment agreement where they agree to the following:

- Attend and be punctual
- Be prepared for study, progress and undertake independent study
- Show respect for others, property and self-respect
- ID card to be worn at all times

They are also given a copy of the parent/ students guide to expectations.

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 either: action taken: attendance; action taken: progress; action taken: behaviour in the pastoral log.

1. If concerns persist, teachers will discuss these with the student, set expectations clearly and offer support.

This will be recorded on the pastoral log as 'Stage 1: Learning conversation'.

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. Staff will explain that 'Commitment' is a supportive step to help students to develop better study habits, and to meet the commitments they agreed at enrolment. The reasons for failure to meet those expectations will be discussed, the member of staff will outline the support available to help the student meet their commitments, and SMART targets that help the student improve will be agreed. The conversation should be recorded as a 'Stage 2 - commitment report' on the pastoral log.

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 using the evidence provided by staff on the report card. 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.

At this stage, a student may reveal that attendance/ progress/ behaviour for learning has been affected a physical or mental health condition that the College had not previously been aware of. It will then be appropriate for the student to be supported using Stage 3 of the Fitness to Study process. Please see the Fitness to Study policy and procedure for more detail.

4. The **Lead Manager** [typically the Progress Coach/ Middle Leader or OD] will reflect on the steps taken so far, taking into account any involvement and support from the student services teams, with specific reference to Looked After Children (LAC). If escalation has happened too quickly, there is insufficient evidence for escalation or insufficient support has been provided to the student the case review might refer the student back down the process.

If escalation is appropriate, 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 YELLOW report card to support the student in establishing good habits and behaviour for learning.

The support of a student's home and family is recognised as significant in their progress and 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.

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 reenrolment 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 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.

5. A disciplinary panel will be called where the Lead Manager and the responsible Operational Director 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 prior to referring the student to a disciplinary panel meeting. 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 terms of the contract (see related documents p.7).

The student's details are logged on the tracker and the Principal's PA arranges the panel, notifies parents and manages scheduling.

The **Disciplinary Panel** consists of the manager referring the student and two senior members of staff; the student and the registered next of kin / appropriate advocate. If a parent/guardian/carer is unable to attend the meeting an appropriate adult may be appointed to support the student and be an advocate for them.

If the student/ parent does not attend the scheduled meeting, it will be re-scheduled for a time that is convenient for parents. If the student/ parent fails to attend the rescheduled meeting, the meeting will be held in absentia. Failure to engage with the process is considered a reason to exclude.

The Lead Manager, student, and parent/ guardian and or advocate will be invited into the room at the start of the meeting. The chair of the panel will explain the three possible outcomes of a Disciplinary Panel: permanent exclusion, referral back to contract, or a two-week extension.

The Lead Manager will explain the reasons why the student should be permanently excluded from the College. The panel will ask questions to clarify their understanding of the situation and the support offered to the student. The student and parent will similarly explain what has led to this point from their point of view.

If the Panel feel that despite all reasonable steps being taken to support the student, the student is still unable to meet the commitments they agreed at enrolment, the student will be excluded from the College. 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 an earlier stage of the process. If the panel feel the student has given cause to suggest that they are capable of changing behaviour, they will be granted a final opportunity to stay at College. Any repeat of the behaviours that have led to the panel being called will result in the student being removed from the College. These students will be monitored by the Deputy Principal.

The panel will reflect on the case following the meeting and report their decision by telephone within one working day (24 hours where possible) and in writing within five working days to any student who is permanently excluded. The Chair of the Panel will contact the student to inform them of the decision.

Panel decisions are recorded on the outcome log and shared with relevant staff. The PA updates the tracker and tasks, such as letters, phone calls and leavers forms, to completion.

Any student who is permanently excluded will not be eligible to re-apply to College.

6. Appeals

Students may appeal in writing to the Principal. Appeals will only be considered on the basis that:

- The procedure was not correctly followed
- New, significant evidence has emerged

There is **no right of appeal** against the outcome of a Disciplinary Panel unless one of the above conditions applies.

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 the Safeguarding and Support Manager. 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 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 reintegration 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

- ✦ Stage 2: Commitment report ([BLUE Card](#))
- ✦ Stage 3: Contract report ([YELLOW Card](#))
- ✦ Stage 5: Senior Managers Contract Report ([RED Card](#))
- ✦ Student and parents information [guide](#).
- ✦ Searching, Screening and Confiscation Advice For Schools [[DfE](#)]
- ✦ HE students - [Guide](#) to attendance support plans [\REDO LINK](#)



PRAISE PROCESS

STAGE 1

WHO: Any member of staff; particularly Teachers, Progress Coaches

ACTIONS:

- Conversation with student explaining why they are being recognised (Congratulate, set future goal, motivate)
- Log on CEDAR as 'commendation: ASPIRE programme' via pastoral log, ticking the relevant ASPIRE principle

STAGE 2

WHO: ADTLA, Middle Managers, Progress Coaches, Teachers

ACTIONS:

- Floor meeting focused on praise
- Identify any students not recognised who should have been
- Actions decided
- Internal case studies produced for displays

STAGE 3

WHO: Principal, ADTLA, Middle Managers, Progress Coaches

ACTIONS:

- Postcards sent home
- Pathway recognition in the atrium
- Certificates awarded
- Photos displayed on social media, screens etc by Marketing Team

HALF-TERMLY AWARDS

In the last week before October, February, and May Half Term breaks – PC's will send postcards home to all students with five nominations or more


TERMLY AWARDS

In the last week before Christmas, Easter and the end of the year, the top twenty students in each pathway will be recognised


Top five from each pathway seen by the Principal

Next 15 most nominated students will be recognised at a pathway awards ceremony


BE SOCIAL:




facebook.com
/SOT6thformcollege



twitter.com
/SOT6FC



youtube.com
/SOT6FC



instagram.com
/sot6fc

Appendix B: Behaviours associated with ASPIRE principles



Appendix C: Student Misconduct Procedure

(To be read in conjunction with the Student Performance Management Policy and Procedure)

1. Purpose

This procedure outlines the College's approach to handling incidents of behaviour that do not meet the standards and expectations of the college. It works alongside the **Student Performance Management Policy and Procedure and the 'Students' Guide to Expectations at the Sixth Form College'** to ensure a consistent and fair process. The Student Performance Management Policy provides a structured escalation process. Students exhibiting serious misconduct may **bypass earlier stages** of the process and proceed directly to a disciplinary meeting. Gross misconduct is one such trigger.

The College is committed to ensuring all students behave in a professional and appropriate manner that is conducive to a positive learning environment and which aligns to the College's ASPIRE values.

- To support students in taking responsibility for their actions and understanding the consequences thereby promoting and maintaining high standards of conduct and academic performance
- To uphold the right of all students and staff to learn and work in a safe, respectful and inclusive environment
- To safeguard students and strengthen their resilience against all forms of inappropriate or harmful behaviour
- To promote British values and mutual respect, while fostering critical thinking, employability skills and work readiness among all students
- To enable timely and appropriate interventions by both the college and students to address and improve unsatisfactory conduct or behaviour
- To ensure all disciplinary actions are applied consistently, fairly and transparently in response to allegations of unacceptable conduct or performance
- To provide clear guidance for staff, students and parents on the disciplinary procedures to follow when expected standards are not met or in cases of gross misconduct

2. Scope

This policy applies to all full-time and part-time students enrolled on Level 1–3 programmes at the College in the following instances:

- While on college premises both during and outside of class
- When travelling to or from college
- During college organised trips, placements or events
- When behaviour outside of college has a negative impact on members of the college community (e.g. incidents of cyber bullying)

Whilst this procedure applies to students enrolled on Higher Education programmes, it must be implemented in accordance with any agreements or requirements set by the partner HE Institution.

3. Definitions:

3.1 Misconduct

Misconduct is defined as being a behaviour or conduct that falls below the standards expected for work readiness and employability. These include:

- Breach of agreed standards of health and safety
- Failure to follow reasonable instructions from a member of staff
- Disruptive behaviour
- Damage, deliberately or by negligence, to college property
- Interference with college software or data without authorisation
- Breaches guidance on use of the internet
- A student is drunk or under the influence of alcohol or an illegal drug including legal highs, on college premises
- A student assaults or uses violence towards another person
- A students' behaviour is racially or sexually offensive
- A student commits a dishonest act such as theft of property
- Making a vexatious (malicious, knowingly false, or frivolous) allegation which causes distress to others.

3.2. Gross Misconduct

Gross misconduct refers to serious breaches of the **Student Commitment Agreement**. Examples include, but are not limited to:

- Physical violence or serious threats.
- Harassment, bullying, or discriminatory abuse.
- Racial abuse
- Verbal abuse towards another student or member of staff
- Bringing any prohibited item onto college premises
- Possession or use of illegal drugs or weapons.
- Theft or deliberate damage to property.
- Sexual misconduct or harassment.
- Repeated refusal to comply with College rules and repeated misconduct.
- Serious misuse of College IT systems or social media platforms.
- Actions bringing the College into disrepute.
- Knowingly making a false allegation of harassment, abuse, or discrimination which damage reputations, harm working relationships, and expose a member of the College to legal risk.

3.3 Criminal Offence

Where a member of staff believes that a student may have committed a criminal offence, the staff member should notify the Operational Director of Student Performance, Engagement and Conduct.

4. Initial Response

If gross misconduct is suspected:

- The student may be **immediately suspended** by a member of SMT or the Safeguarding and Support Manager, in line with the **Suspension of Students** procedure (Student Performance Management Policy, p.7) to safeguard the community and facilitate investigation. Remote learning will be supported **where possible**.
- Parents/carers will be informed (where applicable)
- A **Lead Manager** (as defined in the Student Performance Management Policy, p. 4–6) will gather evidence and witness statements.
- The student and their parent/carer will be invited to a **return-to-College meeting** or **Disciplinary Panel**, as appropriate, where the details of the incident will be heard by the Deputy Principal.
- The outcome may be:
 - No further action
 - Referral to a Contract
 - Referral to Disciplinary Panel
 - Permanent exclusion

5. Fitness to Study Consideration

Where a student's behaviour is linked to significant mental or physical health concerns, the College may trigger a **Fitness to Study Panel** instead, in accordance with the College's Fitness to Study policy.

6. Appeals

Appeals against decisions made under this policy must follow the process in **Appendix D** of the Student Performance Management Policy.

Students may appeal in writing to the Principal. Appeals will only be considered on the basis that:

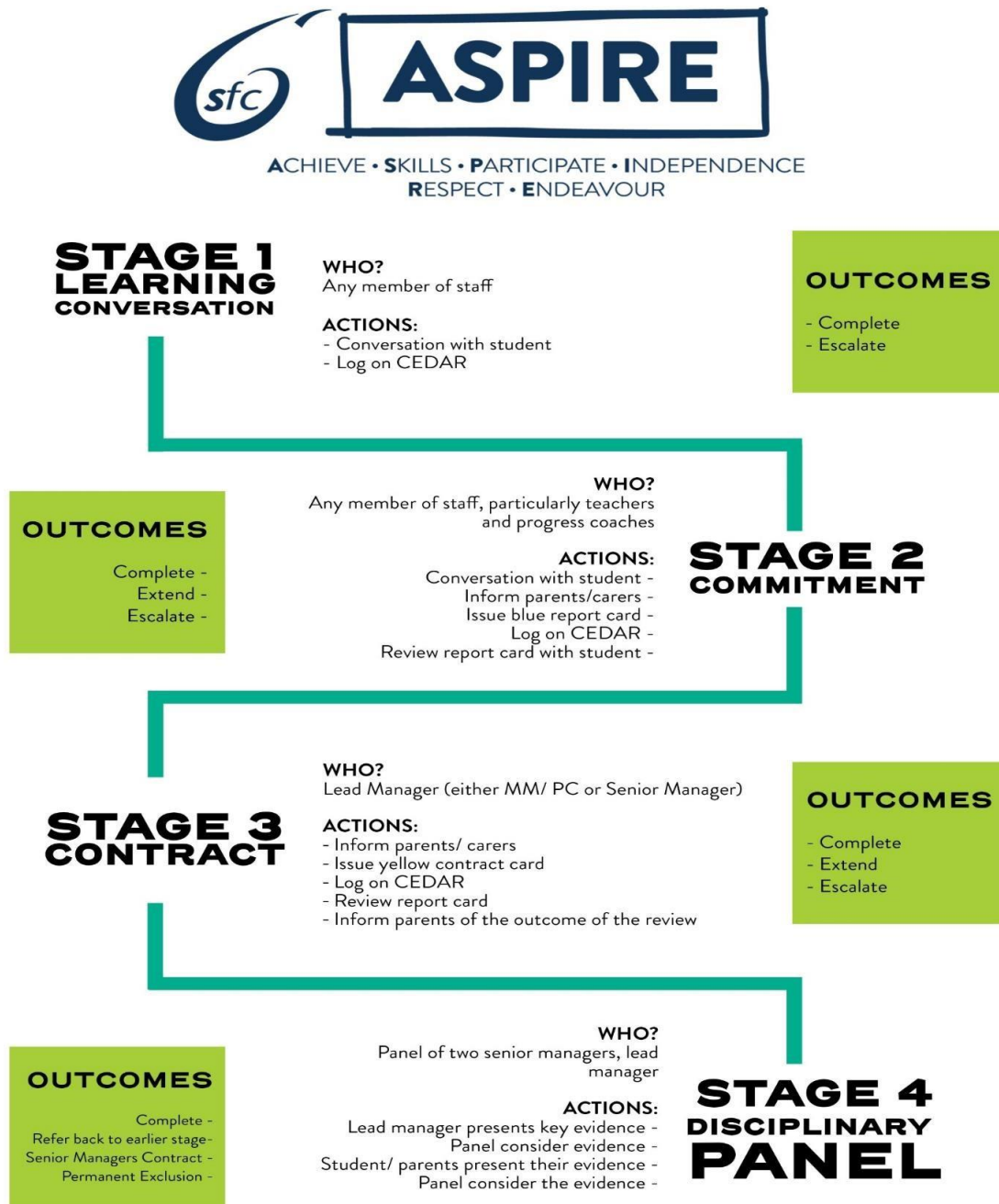
- The procedure was not correctly followed.
- New, significant evidence has emerged.

There is **no right of appeal** against the outcome of a Disciplinary Panel unless one of the above conditions applies.

7. Record-Keeping and Monitoring

All behaviour incidents, investigations, and outcomes will be recorded on **CEDAR** (the College's student data platform) and included in the College's central tracker maintained by the Principal's PA. Patterns and outcomes will be reviewed by the **Senior Management Team**.

Appendix D: Student performance management procedure flow diagram



Appendix E: Appeals and complaints

Students may appeal a decision made through the Student Performance Management Policy. For the purpose of clarity an appeal is not a complaint. If a student, parent or member of the community wished to make a complaint about a member of staff the Staff Disciplinary Procedure would be used to address the complaint. If the complaint regarded a college function or operation the Trust Complaint's Policy would be used.

An appeal would normally be made by the student, who is the person holding the legal relationship with the college, and we would encourage those with parenting responsibilities to support the student in making the appeal. The appeal should be made in writing to the college Principal (for example by email) and explain the reason for the appeal. An appeal can be made on the basis that the Student Performance Management policy has not been followed correctly or that significant additional information not previously shared could have a material impact on the original decision made.

There is **no right of appeal** against the outcome of a Disciplinary Panel unless one of the above conditions applies.

The following procedure is used to gather information from all relevant parties, consider the appeal, reach a decision and communicate this to the appellant;

Action	Method	Timescale
Appeal in writing to the college Principal	Letter or email to the Principal's PA	Within one month of the original decision
The Appeal is acknowledged and next steps explained	Standard letter 1	2 working days from receipt
A Lead Manager is appointed		
Lead manager acknowledges the Appeal and agrees the next steps with the Appellant	Email / Phone call / face to face meeting	5 working days from receipt
Lead manager investigates the Appeal gathering evidence from all relevant parties.	GDPR and safeguarding guidelines and policies to be carefully considered when gathering evidence. A particular focus is to protect and enhance the student voice when gathering evidence.	5 working days from receipt or initial meeting with the student as appropriate.
Lead manager carefully considers and weighs the evidence gathered before proposing a written outcome to the college principal.	The test is whether another reasonable manager would have reached the same decision, not whether the original decision is right or wrong. Three outcomes are available to <ul style="list-style-type: none">• uphold,• partially uphold• reject the appeal.	10 working days from receipt
The Principal communicates the outcome of the appeal to the appellant.	Standard letter 2 from the Principal's PA	10 working days from receipt
There is no right to appeal the outcome of the appeal.		

Appendix F: Details on the disciplinary panel

The Disciplinary Panel meeting will 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.

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 of two weeks.
- Any student who chooses to withdraw before or during their meeting will be recorded as permanent exclusion.
- 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 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.

Appendix G: Disciplinary panel instructions

Start of the panel

1. Thanks and introductions

Explain the purpose:

_X ___ has been referred for the following reason [s] _____

2. Explain the process of the meeting

_____ will explain the reasons for why _____ has been referred. We'll look at CEDAR and we may ask _____ for clarification.

_____ will then be able to explain to the panel what has been happening from their point of view and give their explanation. We may take notes, but please be reassured that we are listening.

At the end of the panel, _____ and I will discuss the outcome. Outcomes can range from continuing in College, to senior manager's contract to permanent exclusion. We will give you a verbal update within 24 hours and give you written communication in 5 working days if the student is to be permanently excluded.

Do you have any questions about the process?

3. At this point, we ask students to hand in their ID card

Conclusion of the panel

4. Reiterate what happens next

PLEASE NOTE: It may be appropriate for students to attend lessons after the disciplinary panel until the decision is communicated. In such cases, the chair will ask the student/ parent to step outside while that is discussed.

5. Check contact telephone numbers for student and next of kin

Appendix H: Process for pausing students due to ill health

In some cases, student ill health may prevent them from attending and may ask to pause their studies and recommence them the following academic year.

In such cases, the following procedure will apply:

The senior manager will explain the risks and benefits of pausing their studies to the student and their family.

The senior manager will explain that the responsibility for returning to College lies with the student and their family, and the process for returning to College.

Following the meeting, the Senior Manager will fill out a leavers' form. On the leavers' form they will indicate that the student's end date should be amended to July of the summer after their original planned leaving date. The student will then be withdrawn from their current classes but retained on the ILR.

The student's name will be recorded on a central list and re-contacted in the summer term to discuss whether a return to study is appropriate.

Returning to College

Students wishing to restart the first year of their studies would be expected to re-apply using normal College admission processes. The usual entry requirements will be applied.

A student pausing their studies during year 13 would return to restart the second year of their course. The student should contact their Progress Coach and/ or their Operational Director to arrange an appointment during the summer term.

Appendix I: Explained and sanctioned absences

We know that attendance is a major factor in underachievement. If students are not in the classroom [physical lesson or 'lesson in a different classroom'] they are not learning as effectively as they would if they were present.

We take a consistent approach to sanctioning absence to ensure fairness for all students and families.

Explained and authorised absence	The student is absent as they are taking part in an educational activity, e.g. work experience directed by the college, sporting activity, educational visit organised by College. This <u>will not</u> count as an absence against a student's attendance record
Explained and unauthorised absence	The student/ parent has explained the reason for an absence to the College but this is unauthorised, this may include: travel problems; appointments; bad weather; etc, - this counts as an absence against a student's attendance record