



**Buckinghamshire
College Group**

Supportive Performance Management Policy & Procedures (SPMP) 2026-27

Responsible Officer:	Vice Principal Inclusion and Support
Date of issue:	July 2026
Next review date:	July 2027
Procedure available:	Staff Intranet / Student Space / Website
Policy Authorised by:	Executive and Corporation

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1 Summary of Changes from Previous document

1. Process Structure and Timeframes

- The initial monitoring period has increased from two weeks to four weeks to allow time to improve
- The process is now split into two phases (first four weeks and post-four weeks) rather than a single continuous five-stage process and the first six weeks
- Review periods have been refined:
 - Early-stage review reduced from two weeks to one week during induction phase.
 - Informal and formal stages now include clearer first and second review cycles (4 weeks + 2-week follow-up).

2. Increased Focus on Early Intervention

- Introduction of a more structured “first four weeks” intervention phase with closer monitoring and earlier support through SIPs.
- Addition of Right Choice Review (RCR) expectation within first month (previously within six weeks).
- Earlier escalation to Fair Access Panel (FAP) where no improvement is demonstrated.

3. Strengthened Support and Inclusion Approach

- Expanded focus on:
 - Relationships, belonging, and psychological safety
 - Access to advocates and support networks at all stages
- Clearer alignment with Equality Act 2010 and accessibility requirements.

4. Clarification of Roles and Responsibilities

- Clear identification of specific staff roles responsible at each stage (e.g., Course Leader, Curriculum Manager, Faculty Director).
- Continued confirmation that:
 - Stage 1 → Course Leader/Trainer
 - Stage 2 → Curriculum/Apprenticeship Manager
 - Stage 3 → Faculty Director / Vice Principal
- Stronger expectation to record all actions on ProMonitor/OneFile.

5. Safeguarding and Reporting Enhancements

- Introduction of explicit requirement to log safeguarding concerns via CPOMS at all stages where risk exists.
- Clear requirement to complete an Incident Report for all behaviour concerns (new emphasis).
- Safeguarding processes now more embedded within the performance framework rather than separate.

6. Welfare Break and Investigation Updates

- Short-term Welfare Break (fact find) clarified as up to 2 working days (retained but strengthened with clearer process steps).
- Introduction of clearer investigation workflow and documentation requirements. For Extended Welfare Breaks
- Expanded guidance on:
- Communication responsibilities

- Recording requirements
- Role of SENCo and Local Authority
- Introduction of Safety Plans for police-related incidents (new requirement).
- New use of Language to support SEND Reform (Specialist Support Plans).

7. Extended Welfare Break Enhancements

- Process refined with:
 - Defined Executive responsibility for issuing breaks
 - Clear communication protocols (letters, stakeholders informed)
 - Requirement that students cannot return until outcome meeting takes place
 - Clearer guidance of police involvement
- Added detail on:
 - Remote study expectations
 - Welfare checks by Student Services
 - Regular review through FAP
- Greater clarity on Specialist Support Plans involvement and approval processes.

8. Formal Stages – Increased Structure and Consistency

- All formal stages now follow a consistent pattern:
 - Meeting → SIP → 4-week review → 2-week extension → escalation if needed
- Removal of earlier ambiguity around outcomes—now clearly defined:
 - Improvement → close case
 - No improvement → escalate stage.

9. Terminology and Language Updates

- Continued use of Supportive Improvement Plan (SIP) (introduced in 2025 version)
- Strengthened use of:
 - Trauma-informed language and supportive tone
 - “Supportive Performance Process” wording replacing more procedural tone

10. Additional Operational Enhancements

- Detailed risk rating frameworks retained and clarified
- Improved appendices including:
 - Investigation templates
 - FAQ sections
 - Flowcharts for clarity
 - Fair Access guidance
 - Attendance procedures
 - Simplified College Commitment

2 Buckinghamshire College Group Mission and Vision

Transforming Futures Through Learning

Buckinghamshire College Group is committed to delivering high-quality, employer-focused technical, vocational and professional education. We aim to improve life chances, support our communities, and enable all learners to achieve their career ambitions.

3 Policy Aim

This policy sets out how the College promotes student and apprentice positive engagement, behaviour, and progress through a trauma-informed and inclusive approach.

The policy is underpinned by the Universal Design for Learning (UDL) framework, ensuring that:

- All learners can access, engage with, and succeed in learning
- Barriers to participation are reduced
- Individual needs are recognised and supported

The College prioritises relationships, empathy, and psychological safety, supporting learners to take responsibility for their development in a structured and supportive environment.

4 Policy Purpose

The purpose of this policy is to:

- Ensure all members of the College community feel safe and supported
- Promote positive work readiness behaviours and professional attitudes
- Enable all students and apprentices to engage, progress, and achieve
- Provide a clear and supportive framework for addressing concerns
- Ensure responses consider individual circumstances and needs

This policy applies to:

- All enrolled students and apprentices

It covers situations where:

- Behaviour, attendance, or performance falls below expectations
- Additional support or adjustments are required

5 Inclusion

5.1 Engagement (Motivation & Belonging)

The College will:

- Build strong, respectful relationships with learners
- Promote a sense of belonging and inclusion
- Provide access to advocates and support networks
- Use supportive approaches to encourage engagement

5.2 Representation (Clarity & Accessibility)

The College will:

- Communicate expectations clearly through the College Commitment
- Provide information in accessible formats
- Ensure understanding through multiple methods of communication
- Make reasonable adjustments in line with the Equality Act 2010

5.3 Action and Expression (Progress & Development)

The College will:

- Use Supportive Improvement Plans (SIPs) to guide development
- Set clear, achievable targets
- Provide structured review opportunities
- Support students and apprentices to demonstrate progress in the most appropriate way

6 The College Commitment

All Students and Apprentices are expected to:

- ✓ Attend and engage in learning
- ✓ Behave respectfully and safely in line with College policies and procedures
- ✓ Take responsibility for progress
- ✓ Learn from mistakes and improve

These expectations are underpinned by the College values:

Ambition | Innovation | Integrity | Respect

7 Supportive Performance Process

The College uses a risk rating approach to highlight those students and apprentices who are performing well and identify those who may require further support (appendices 6 and 7). The College uses a graduated, supportive approach to address concerns. Every student/apprentice should be offered support by an advocate throughout the process. When student/apprentice performance or behaviour falls below expectations as set out in the College Commitment every effort will be made to avoid the use of formal action where alternatives are appropriate. Where a matter is not resolved informally, or is of a serious nature, the formal procedure will be used. All stages of the process must be recorded on ProMonitor.

The Supportive Performance Management Process is divided into **2 Phases** as follows:

- 1) First 4 weeks at College
 - a) First 4 weeks at College (not misconduct or gross misconduct)
 - b) First 4 weeks at College (misconduct or gross misconduct)
- 2 After the First Four Weeks

7.1 1a. First four weeks on programme (Low-Level)

- During the first four-weeks student/apprentice attendance, performance, behaviours and skills development will be closely monitored by the **relevant staff who are: course leader and curriculum manager (classroom provision), trainers/apprenticeship training supervisors and apprenticeship & skills managers (apprenticeships)**.
- If at any point in the first four-weeks, the student/apprentice performance and/or behaviours fall below College expectations the **above responsible staff** will implement an informal Supportive Improvement Plan (SIP) which includes targets with identified support, with a one-week review period, unless this is a case of misconduct/gross misconduct where formal stages are implemented.
- If the impact of the support has shown improvement in performance/behaviours in the review meeting, **the relevant staff member will close the set targets, and no further action is required.**
- If the impact of the support has shown no improvement in performance/behaviours in the review meeting the relevant staff member will refer to the Fair Access Panel (FAP) Parents/carers of students under who were under 18 at the time of enrolment and/or employers of apprentices (all ages) will be informed at this stage. Where a student is under 16 or has Educational Health and Care Plan (EHCP) the Local Authority must be informed by the SENCo.
- All students and apprentices have a Right Choice Review (RCR) by the end of first month on programme. This is completed by the **Course Leader/Trainer/Apprenticeship Training Supervisor/Tutor**. Staff will monitor attendance, progress and behaviours.
- Every student/apprentice should be offered supported of an advocate throughout the process. An advocate could be a parent, a progress coach, student services adviser, a SEND Advocate or the apprentice's workplace mentor.

7.2 1b. First four weeks (Misconduct or Gross misconduct)

For incidents of **misconduct or gross misconduct** within the first four weeks move to the **formal stages** of these procedures straight away.

7.3 After 4 weeks on programme

7.3.1 Informal (Low-Level)

After the first four-weeks, student attendance, performance, behaviours and skills development will be continued to be closely monitored by relevant staff.

- If at any point a student/apprentice's performance and/or behaviours fall below expectations **the relevant staff member** will hold a meeting with the student and advocate to complete an informal Supportive Improvement Plan (SIP) which will appropriate targets with associated support that enables the student to meet the targets as well as an agreed Review Date within four weeks.
- At the Review meeting – date agreed in the previous step, there will be one of the following outcomes recorded on ProMonitor (students) OneFile (apprentices). If the impact of the support has shown:
 - **improvement** in performance/behaviours in the review meeting, the relevant staff member should close the set targets, and **no further action is required.**
 - **no improvement** in performance/behaviours in the review meeting the relevant staff member should ensure that further support is identified and offered and updated targets are added to the SIP with a second review scheduled in **within a two-week period.**
- After the **second** support review, where the student has shown improvement in performance/behaviours in the review meeting, the relevant staff member should close the set targets, and **no further** action is required.

- where there is **no improvement** in performance/behaviours in the review meeting the relevant staff member should implement a **formal stage 1**.

NOTE: At all stages, staff should make a CPOMS referral for any student or apprentice who is deemed to be at risk of harm to self or others.



(found on Intranet top right-hand corner)

For any low-level behaviour and or misconduct/ gross misconduct an incident report should also be completed



(found on Intranet top right-hand corner)

7.3.2 Formal Stage 1 (Low-Level not improving, or Misconduct)

- Where a student/apprentice's behaviours and/or performance do not improve in the informal process or they have been involved in misconduct, they will be invited, with the offer of an advocate*, to attend a **Formal Stage 1 meeting** held with the Course Leader/Trainer/Apprenticeship Training Supervisor/Tutor.
- The **Stage 1 meeting** will be set with at least 48 hours' notice.
- The employer will be invited if this applies to an apprentice.

*** Advocate notes:**

- Under 16 or has EHCP the Local Authority must be informed.
- 18 at the start of their programme, or under, parents/carers must be informed.
- At the Stage 1 meeting, a Supportive Improvement Plan (SIP) will be completed complete with appropriate targets, associated support that enables the student to meet the targets and an agreed **Review Date within four weeks**.
- At the Review meeting – date agreed in the previous step, there will be one of the following outcomes recorded on ProMonitor (students) OneFile (apprentices). If the impact of the support has shown:
 - **improvement** in performance/behaviours in the review meeting, the relevant staff member should close the set targets, and **no further action is required**.
 - **No improvement** in performance/behaviours in the review meeting the relevant staff member should ensure that further support is identified and offered and updated targets are added to the SIP with a second review scheduled in **within a two-week period**.
 - After the **second** support review, where the student has shown improvement in performance/behaviours in the review meeting, the relevant staff member should close the set targets, and **no further** action is required.
 - where there is **no improvement** in performance/behaviours in the review meeting the relevant staff member should implement a **formal stage 1**.

7.3.3 Formal Stage 2 (Low-Level not improving, or Misconduct/Gross Misconduct)

- Where a student/apprentice's behaviours and/or performance do not improve in the informal process or they have been involved in misconduct, they will be invited, with the offer of an advocate*, to attend a **Formal Stage 2 meeting** held with the Curriculum manager or apprenticeship manager
- The **Stage 2 meeting** will be set with at least 48 hours' notice.
- The employer will be invited if this applies to an apprentice.

*** Advocate notes:**

- Under 16 or has EHCP the Local Authority must be informed.
- 18 at the start of their programme, or under, parents/carers must be informed.
- At the Stage 2 meeting, a Supportive Improvement Plan (SIP) will be completed complete with appropriate targets, associated support that enables the student to meet the targets and an agreed **Review Date within four weeks**.
- At the Review meeting – date agreed in the previous step, there will be one of the following outcomes recorded on ProMonitor (students) OneFile (apprentices). If the impact of the support has shown:
 - **improvement** in performance/behaviours in the review meeting, the relevant staff member should close the set targets, and **no further action is required**.
 - **no improvement** in performance/behaviours in the review meeting the relevant staff member should ensure that further support is identified and offered and updated targets are added to the SIP with a second review scheduled in **within a two-week period**.
- After the **second** support review, where the student has shown improvement in performance/behaviours in the review meeting, the relevant staff member should close the set targets, and **no further** action is required.
- Where there is **no improvement** in performance/behaviours in the review meeting the relevant staff member should implement a **formal stage 3**.

7.3.4 Formal Stage 3 (Low-Level not improving, or Misconduct/Gross Misconduct)

- Where a student/apprentice's behaviours and/or performance do not improve in the informal process or they have been involved in misconduct, they will be invited, with the offer of an advocate*, to attend a **Formal Stage 3 meeting** held with the **Faculty Director or Vice Principal for Apprenticeships**.
- The **Stage 3 meeting** will be set with at least 48 hours' notice.
- The employer will be invited if this applies to an apprentice.

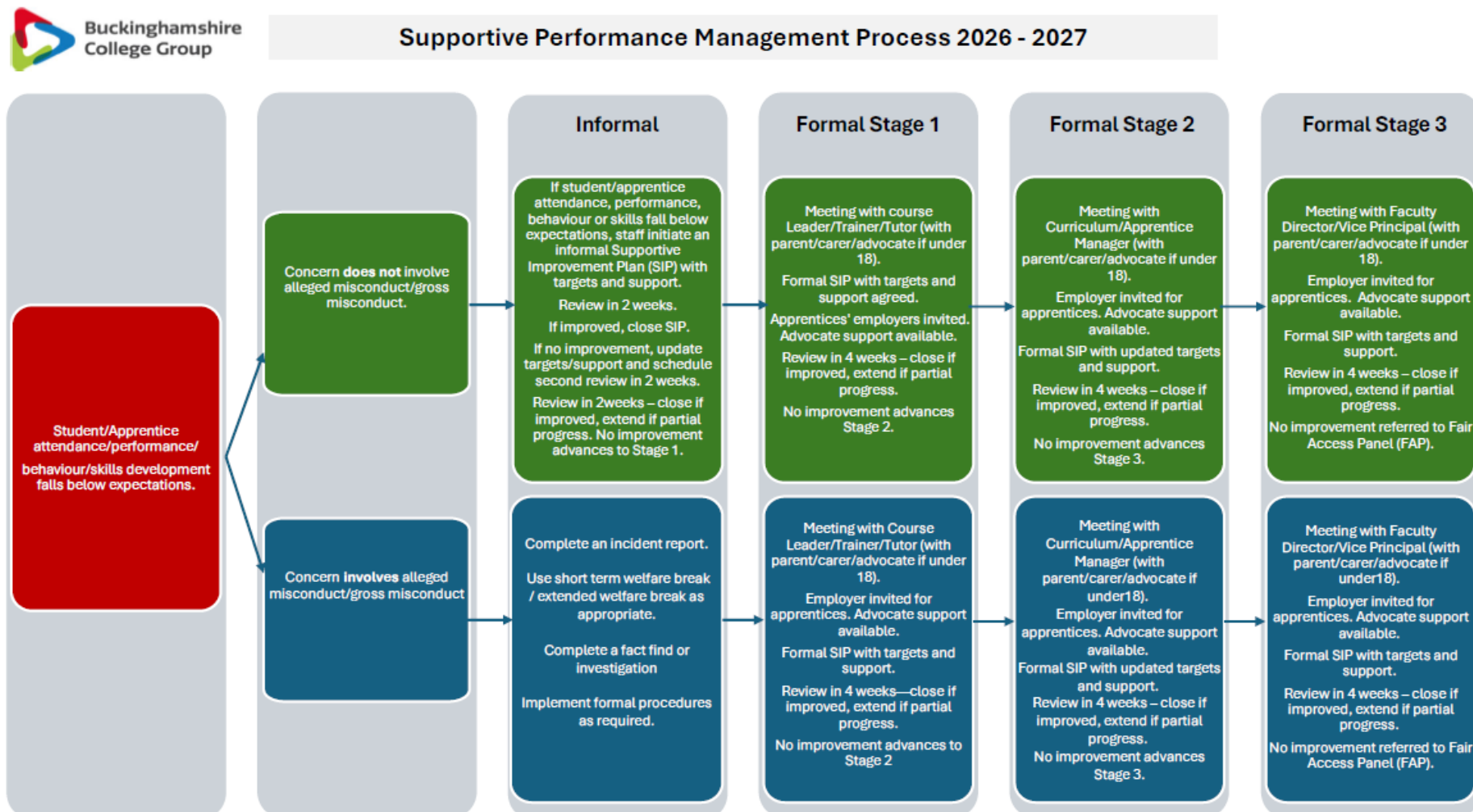
*** Advocate notes:**

- Under 16 or has Specialist Support Plan (EHCP) the Local Authority must be informed.
- 18 at the start of their programme, or under, parents/carers must be informed.
- At the Stage 3 meeting, a Supportive Improvement Plan (SIP) will be completed complete with appropriate targets, associated support that enables the student to meet the targets and an agreed **Review Date within four weeks**.
- At the Review meeting – date agreed in the previous step, there will be one of the following outcomes recorded on ProMonitor (students) OneFile (apprentices). If the impact of the support has shown:
 - **improvement** in performance/behaviours in the review meeting, the relevant staff member should close the set targets, and **no further action is required**.

- **no improvement** in performance/behaviours in the review meeting the relevant staff member should ensure that further support is identified and offered and updated targets are added to the SIP with a second review scheduled in **within a two-week period**.
- After the **second** support review, where the student has shown improvement in performance/behaviours in the review meeting, the relevant staff member should close the set targets, and **no further** action is required.
- where there is **no improvement** in performance/behaviours in the review meeting the relevant staff member will refer the student to the **Fair Access Panel** (FAP) for discussion on next steps which could include withdrawal from programme.

8 Appendices

8.1 Appendix 1 The Process Summary (Flowchart)



8.2 Appendix 2 – Short term Welfare Breaks FACT FIND (Students & Apprentices)

Where there has been an allegation or incident, students/apprentices may be issued with a **short-term Welfare Break** of up to **2 working days** by the **Faculty Director / Vice Principal (Apprentices)** who must inform the Assistant Principal Student Engagement and Support (APSES). This is to allow the Manager time to conduct a '**fact find**' and decide on the next course of action. The next steps would be decided by the Faculty Director/Apprenticeship Skills Manager for the area:

- The Curriculum Manager/Apprenticeship Skills Manager will inform the student/apprentice and parent/carer/employer of the reason for the Welfare Break, and this should be recorded on ProMonitor.
- The Curriculum Manager/Apprenticeship Skills Manager will conduct a 'fact find' with those involved/witnesses to gather evidence and will liaise with the Faculty Director on the next course of action.
- The Faculty Director (Students)/Vice Principal (Apprentices) will contact the parent/carer/employer to inform them of the next steps.

Where a student or apprentices has a **Specialist Support Plan** the **SENDCo** must be informed so they can liaise with the local authority on next steps, these steps will be communicated by the Faculty Director/ Vice Principal (Apprentices).

8.3 Appendix 3 – Extended Welfare Breaks (Students) / Break in Learning (Apprentices)

For acts of gross misconduct in College (see Appendix 4) in the majority of cases a student/apprentice will be immediately issued with an Extended Welfare Break/Break in Learning by a member of the Executive Team, pending an investigation.

- The member of the Executive Team issuing the Extended Welfare Break/Break in Learning will inform the EA to the Vice Principal, who will in turn inform the relevant members of staff of the action required and issue a notification letter to the student/apprentice, parents/carers, employers, local authority (where applicable).
- If the student is under 16 or has a Specialist Support Plan (EHCP) the Local Authority must be informed.
- If the student is aged 18 or under at the start of their programme parents/carers must be informed.
- The investigation will normally be undertaken by a member of the College Leadership Team (CLT).
- Students/ apprentices will have their ID card blocked and be advised not to return to the College campus/grounds until the Extended Break/Break in Learning is lifted.
- The student/apprentice will not be allowed on to College campus/grounds until the Outcome Meeting has taken place with the **Faculty Director / Vice Principal (Apprenticeships)**
- Students may be expected to continue to work remotely.
- A copy of the Outcome Meeting will be recorded on ProMonitor by the EA to the Vice Principal who will inform relevant staff of the outcome.
- A letter summarising the outcome will be sent to the student/apprentice, parents/carers, employers, local authority (where applicable).
- Where a student has a Specialist Support Plan (EHCP) the welfare Break/Break in Learning should be in preapproved by the Assistant Principal Student Engagement and Support (APSES) and the SENCO. The SENCO will advise the Local Authority that an Extended Welfare Break has been issued.

- Our aim is to investigate gross misconduct resulting in an Extended Welfare Break/Break in Learning swiftly to minimise any detrimental impact on learning. However, the duration of the investigation may vary depending on the situation.
- As a duty of care, students/apprentices on an Extended Welfare Break/Break in Learning will have regular welfare checks from the Student Services team, which will be recorded on ProMonitor. Cases will be routinely reviewed at the Fair Access Panel (FAP).
- The College reserves the right to report potential criminal activity to the Police and/or to advise potential victims of such activity of their right to do so.

For acts of misconduct/ gross misconduct that have been alleged to take place in College or within the community which result in police involvement, a student/apprentice will be issued an Extended Welfare Break/Break in Learning by a member of the Executive Team. The student/apprentice's parents/carers, employers and local authority (where applicable) will be informed at this stage.

An Incident Risk Assessment (Appendix 8.13) will be undertaken by the **Curriculum Manager** and supported by a member of safeguarding team who will determine if the health, safety and wellbeing of the College community are at risk. This Safety Plan should be uploaded to Promonitor.

- The Incident Risk Assessment, with advice from the Police, will determine one of the following next steps:
 - Whether the student/apprentice should stay on an Extended Welfare Break/Break in Learning until the outcome of the Police investigation. In this case the student/apprentice will be expected to continue to study at home.
 - Whether an independent College investigation should take place alongside the Police investigation. At this point the Extended Welfare Break/Break in Learning process is subsequently followed.

The Incident Risk Assessment must be agreed and signed by all parties before the student or apprentice can integrate back into the College community. The student/apprentice's parents/carers, employers and local authority (where applicable) will be informed. The plan should be reviewed within a minimum of two- week timeframe or on advice from the Police.

8.4 Appendix 4 – Examples of low-level behaviours, misconduct and gross misconduct

The following list includes examples of how certain behaviours may be classed but is not exhaustive. The severity of the behaviours invokes the stage of the Supportive Performance Management Procedures. Any misconduct/gross misconduct that has occurred on the College premises and/or within the community or behaviours which have brought the College into disrepute are in scope. The College reserves the right to escalate straight to formal stages, depending on the circumstances, which will be agreed upon on an individual basis by the Faculty Director.

Low-level Misconduct

- Unauthorised absence and/or unacceptable absences from College.
- Breaches of Health and Safety rules and regulations.
- Misuses and/or damage to College property (may result in cost implication).

- Failure to comply with and/or abide by College policies and procedures including mobile phone guidance (appendix 10).
- Refusal to carry out reasonable instructions issued by a member of staff.
- Acts of behaviour that could endanger the health and safety of others.
- Poor attitude towards others (e.g. unprofessional/unhelpful).
- Abusive or inappropriate behaviour.
- Swearing or other inappropriate language or other inappropriate behaviour towards students, staff or visitors.

Gross Misconduct

- Violence to students, staff or visitors.
- Theft of property.
- Vandalism.
- Threats to students, staff or visitors.
- Racial or sexual harassment.
- Discrimination of any form.
- Plagiarism and cheating in exams and assessments.
- Bullying or harassment (including child on child abuse, sexual harassment; and violence, prejudice based, hate crime, discriminatory bullying and cyber-bullying).
- Possession of drugs or weapons.
- Alcohol or substance misuse on any premises, or activities that come under the responsibility of the Buckinghamshire College Group (see Substance Abuse Policy).
- Acts of behaviour that lead to a breach of security including unauthorised opening of Fire Exits Doors.
- Similar offences that take place outside of College for which a student is arrested and charged.
- Sharing of indecent/inappropriate materials.
- Unauthorised sale of goods on College premises.
- Continued Breaches of Health and Safety rules and regulations that put the College community At Risk.

8.5 Appendix 5 – Permanent Exclusion

Buckinghamshire College Groups recognises the potential detrimental impact of a permanent exclusion and tries to exhaust every alternative possibility. However, where a permanent exclusion is recommended following an investigation, the student/apprentice will be interviewed in the presence of parents/carers/advocates/employer with a final decision made by the Vice Principal and confirmed in writing. The Principal will be immediately informed of a decision to exclude a student permanently.

A decision to exclude a student/apprentice permanently shall be subject to a Right of Appeal. The student should write to the Principal within 10 working days of the decision to exclude, stating the grounds of the appeal. The student/apprentice must be specific about the grounds of the appeal. These will effectively form the agenda for the appeal hearing and determine the parties to be present at the appeal hearing. Appeals may be raised on the following grounds:

- The procedure - a failure to follow procedure
- The decision - the evidence did not support the conclusion reached
- The penalty - this was too severe given the circumstances of the case
- Inconsistency of the penalty
- New evidence - which has genuinely come to light since the first hearing

The Principal will review all the evidence submitted during the investigation. A decision will be made on whether the Permanent Exclusion is to be upheld or overturned and delivered to the student/apprentice within 5 working days of the hearing.

The College recognises that circumstances can change; an individual may apply to the Principal to have their permanent exclusion status removed. A letter should be written to the Principal outlining the reasons and provide evidence for this change in status. The Principal will review all the evidence and interview the student. The Principal will make the final decision as to whether the student should be permitted to apply to study at the College.

8.6 Appendix 6 – Risk Rating Trigger Points and Interventions (Students)

All students will be assigned two risk ratings:

1. Attendance Risk Rating
2. Achievement Risk Rating

	Element	Red (High)	Amber (Medium risk)	Green (Low/no risk)	Blue (Exceptional)
Attendance Risk Rating					
Attendance is viewed as something to achieve. Risk ratings for attendance are automated using register marks from ProSolution. Where attendance is risk rated as amber or red, interventions should be in place.	Attendance	70% +	80% +	90% +	95% +
Achievement Risk Rating					
The teacher risk rates a student's progress towards achieving their individual learning aim/qualification routinely. Where attendance is risk rated as amber or red, interventions should be in place.	Individual learning aim	Off track	On track with intervention	On track	Exceeding
Overall risk ratings are automated using the lowest rating selected for each learning aim/qualification e.g. Art = Green Maths = Blue English = Amber Overall = Amber	Overall student risk assessment	Off track	On track with intervention	On track	Exceeding

8.7 Appendix 7 – Risk Rating Trigger Points and Interventions (Apprentices)

Apprentice Risk Rating Criteria Two or more in one colour determines the overall risk rating.

Risk Rating OneFile	Aspect	Red (High) Every three weeks	Amber (Medium) Every Six weeks	Green (Low/No risk) Every 8 weeks	Blue (Exceptional) Every 10 weeks
	Employer	History of low apprentice retention or apprentices who transfer to other employers. Employer is in redundancy discussions with staff. Employer has a poor credit rating. Employers paying the apprenticeship national minimum wage for their age. Employers who fail to attend two or more consecutive Progress Reviews.	Employers new to apprenticeship programmes, or those who have not prioritised their apprentice's off-the-job training, affecting their progress and untimely achievement. Employers who only contract apprentices to achieve their apprenticeship, without commitment to retain. Employers paying the below the living wage. Employers who do not attend a Progress Review and do not engage with pre-post conversations.	Employers experienced in recruiting and developing apprentices. They commit to the Training Plan and any catch-up plans for missed off the job. Most of their apprentices make planned progress and achieve by the end date. Employers actively contribute to Progress Reviews, always in attendance with specific examples of competence to update the scorecard. Employer can confidently discuss the progress their apprentice is making to the Training Plan and EPA requirements.	Employers who provide excellent training in the workplace, beyond the Training Plan. They prioritise Progress Review meetings, retain, and promote their apprentices once qualified. Employer invests time with the apprentice to capture competency progress on their scorecard. They feed comments into the Progress Review relating progress to apprenticeship KSBs, End Point Assessment requirements as well as workplace performance.
	Attendance	Below 90% Repeated absence or regular patterns Regularly late for lessons Concern from employer around attendance and punctuality	Below 95% Worsening attendance that is being monitored in College and/or workplace	Attendance at or above 95% Good punctuality – rarely late and never on a regular basis both at College and workplace	Attendance above 97%. Excellent punctuality.
	Progress	Apprentice is subject to disciplinary process and is at risk of contract termination. Has failed to produce the required quality or quantity of work for more than two months of the course and is not currently displaying the ability to do so independently.	Employer has raised concerns with apprentice's workplace performance; an action plan is in place. Learning falling behind the training plan and without engagement to catch up plans. Feedback from previous Apprenticeship portfolio work and/or assessment activities that have not met expectations is being disregarded.	Apprentice is meeting employer expectations, citing the expectation to retain in post beyond the apprenticeship. Almost all work completed on time to a good standard; may have a few minor referrals but is well on track to correct these and complete remaining work on time. At least meeting all targets set and gaining a good level of knowledge and skills with continued ability to apply them confidently.	Apprentice is making a significant contribution to their employer. The contribution is noted in the journals/Progress Reviews. Work produced of an excellent quality to meet all deadlines. Exceeding all targets set and gaining an excellent level of knowledge and skills with ability to apply them confidently and consistently.

Extended Welfare Break/Break in Learning from College



So, what does that mean?

- The reason for the Extended Welfare Break is to protect everyone, including you.
- An Extended Welfare Break is not an assumption of guilt nor does it mean the allegation is true.
- It allows us time to investigate fully and contact all related parties appropriately.



Expectations



- The College expects you to complete the work that is sent by the Course Leader while you are on an Extended Welfare Break. You must inform any work placements that you are on an Extended Welfare Break.
- You can expect the College to provide Wellbeing check-ins, tutor contact, approximate timescales and policy information.
- You can also expect a fair and thorough investigation. When the time is right, you will be given a fair chance to have your voice heard.

Who can I talk to?

- You can still get in touch with your Course Leaders, Managers and Student Services, but please do not talk to other students about anything to do with the Extended Welfare Break.
- The College will also provide contact details for external support such as mental health charities.





What does an Extended Welfare Break/Break in Learning mean?

Q: Why have I been placed on an Extended Welfare Break?

A report has been made of serious misconduct/gross misconduct in College under the Supportive Performance Management Policy and Procedures. Being placed on an Extended Welfare Break is not an assumption of guilt or the allegation is true. An Extended Welfare Break gives us time as an organisation to look into the allegation or incident thoroughly and issue the appropriate sanctions.

Q: Why am I being placed on an Extended Welfare Break for something I did not do?

I know it's scary. Try not to worry. This will come out in the investigation. Just because you are being placed on an Extended Welfare Break, it doesn't mean you are guilty or the complaint is true. An Extended Welfare Break enables us to protect all parties involved in the complaint or incidents. You will not receive any disciplinary actions if the investigation finds you were not involved. Be reassured the investigation will be carried out fairly and thoroughly.

Q: Why am I being placed on an Extended Welfare Break when I reported a concern?

As a duty of care, all parties are on an Extended Welfare Break initially, if appropriate throughout the investigation you may be asked to return to college.

Q: How long can I expected to be on an Extended Welfare Break for?

We try to investigate an Extended Welfare Break within 14 working days, however this is dependent on the complexity of the Extended Welfare Break.

Q: What about my College work, what if I fall behind?

Don't worry, your Course Leader will send you work and you are expected to return it to them for marking.

Q: I usually attend a placement for my course, can I still attend?

Sorry, no. Whilst on an Extended Welfare Break you cannot take part in any college activities. You will need to inform your placement, but you may contact your tutor for help.

Q: Who can I communicate with whilst I am on an Extended Welfare Break?

Course Leaders, Curriculum Managers, Assessors and Student Services. Please do not talk to other students about your Extended Welfare Break.

Q: I'm worried about being on an Extended Welfare Break

Don't worry. The Safeguarding and Welfare Team will be completing well-being checks with you. You can discuss any concerns you have with them, and they will also be able to help you with any outside agency support you require. Here are few that might be helpful:

- The Samaritans - www.samaritans.org or call free 116 123
- Kooth.com
- Youth Enquiry Service - www.yeswycombe.org or call 01494 437373

Q: Who will keep me updated on timescales?

This will be the Investigating Officer, details of who this can be found in your Extended Welfare Break letter.



What does a Short Term Welfare Break mean?

Q: What is a Short Term Welfare Break?

A Short Term Welfare Break allows your Curriculum Manager time to carry out a 'fact-find' and decide on the next course of action.

The Curriculum Manager/Apprenticeship Skills Manager will inform the student and Parent/Carer of the incident which resulted in a Short Term Welfare Break.

Q: How long will my son/daughter be away from College?

A maximum of 2 working days.

Q: What are the next steps?

Once the Curriculum Manager/Apprenticeship Skills Manager has undertaken the 'fact-find', they will decide on the next course of action with a Faculty Director.

Q: Who will keep myself and my son/daughter updated on the progress of the 'fact-find'?

The Faculty Director (Students) / Vice Principal (Apprentices) will contact the parent/carer/employer to inform them of the next steps.

Q: Who can I communicate with whilst my son/daughter is on a Welfare Break?

Course Leaders, Curriculum Managers, Assessors and Student Services. Please do not talk to other students about your welfare break.

Q: I'm worried about being on a Welfare Break

Don't worry. The Safeguarding and Welfare Team will be completing well-being checks with you. You can discuss any concerns you have with them and they will also be able to help you with any outside agency support you require. Here are a few that might be helpful:

- The Samaritans - www.samaritans.org or call free 116 123
- Kooth.com
- Youth Enquiry Service - www.yeswycombe.org or call 01494 437373

Q: Will the welfare break be added to my College records?

No. However, if you reported the incident, there will be a record of this.

Short Term Welfare Break from College

So, what does that mean?

- You have been given a Short Term Welfare Break.
- This is to allow your Curriculum Manager/Apprenticeship Skills Manager time to carry out a 'fact-find' and decide on the next course of action.
- The Welfare Break will be a maximum of 2 working days.



Expectations

- The College expects you to complete the work that is sent to you by the Course Leaders and or Assessors while you are on your Welfare Break.
- You must inform any planned work placements that you are on a Welfare Break.
- You can expect the College to provide well-being check-ins, tutor contact, approximate timescales and policy information.



Who can I talk to?

- You can still get in touch with your Course Leaders, Managers and Student Services, but please do not talk to other students about anything to do with the Welfare Break.
- The College will also provide contact details for external support such as mental health charities.



Guidance on the Use of Mobile Phones/Devices in Learning Environments

Purpose

By following these guidelines, we can ensure a respectful and safe learning environment and build positive relationships for all. In work environments such as healthcare, aviation, construction sites or emergency services personal phones may not be used at all, due to safeguarding or health and safety issues. This often depends on the employer. At BCG we want to maximise learning opportunities, reduce anxiety and promote responsible use of digital technologies for wellbeing.

Expectations

When your tutor greets you at the door you will be asked to:

Put your mobile phone on silent mode and place your phone into phone hotel

You will collect your phone at the end of the session.

- **Using your phone for learning:** A member of staff will instruct you when you can use your mobile phone for a learning activity. The phone will be returned to the phone hotel once the activity is complete.
- **Laptops/Tablets:** You may use laptops and tablets in class for learning purposes only.
- **Urgent Calls:** If you are expecting an urgent call, please let the member of staff know at the start of the session. They will agree with you how to answer the call.
- **Staff using mobile phones:** Our staff will model the expected behaviour by not using their own mobile phones in sessions unless it is for teaching and learning. They will explain to the class when they need to do this.
- **Headphones and ear pods:** In some cases, you may be allowed to listen to music through headphones in class to help with concentration, self-regulation or as part of a Support Plan. This must be agreed by the member of staff and, in some cases, recommended by the central SEND Support team. This will only be during self-study times and not when working in a group or listening to a tutor. This might not be possible in practical sessions due to Health and Safety reasons.
- **Restorative practice:** Where a student or apprentices' behaviours do not meet agreed expectations as outlined in the **College Commitment** the member of staff should implement the **Supportive Performance Management Procedures (SPMP)** to re-set expectations and support the student to use their phone responsibly and respectfully.
- **Reasonable adjustments:** Reasonable adjustments will be implemented where appropriate, such as supporting a student with their medical condition. For example, students and apprentices with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar levels.

If you would prefer your young person **not to use this facility**; we kindly ask that they **leave their phone at home**. Please note that the College **cannot accept responsibility for any loss or damage** to mobile phones while they are stored in the Mobile Phone Hotel.

8.11 Appendix 11 – Glossary of Key Terms

Supportive Performance Management (SPMP)

A structured, trauma-informed approach to managing student and apprentice performance and behaviour, focusing on support and positive development.

SIP (Supportive Improvement Plan)

A plan created to support students/apprentices in improving performance or behaviour, including specific targets and support measures.

Right Choice Review (RCR)

A review conducted within the first six weeks to ensure students/apprentices are on the correct programme of study.

Fair Access Panel (FAP)

A panel that reviews complex or unresolved student/apprentice cases and determines appropriate next steps or alternative options.

CPOMS

A safeguarding and wellbeing monitoring system used to log concerns and interventions for students/apprentices at risk.

Welfare Break

A short-term break (up to 2 or 5 days) issued to allow time for investigation or support planning, especially following an incident or allegation.

Extended Welfare Break / Break in Learning

A longer-term break issued in cases of gross misconduct or serious incidents, often pending investigation or risk assessment.

EHCP (Education, Health and Care Plan)

A legal document outlining the support a student with special educational needs requires to succeed in education.

Trauma-Informed Approach

A method that prioritises empathy, safety, and relationships over punitive measures, recognising the impact of trauma on behaviour.

Misconduct

Behaviour that breaches College rules or expectations but is not considered gross misconduct.

Gross Misconduct

Serious breaches of conduct that may result in immediate suspension or exclusion (e.g., violence, theft, harassment).

Risk Rating

A system used to assess student/apprentice risk levels in areas such as attendance and achievement (Red, Amber, Green, Blue).

ProMonitor / OneFile

Digital platforms used to track student/apprentice progress, support plans, and communications.

Advocate

A staff member or support person who accompanies and supports the student/apprentice through the performance management process.

Safeguarding

Measures taken to protect the health, wellbeing, and human rights of students/apprentices, especially those at risk.

Prevent

A statutory duty to prevent individuals from being drawn into extremism or terrorism, part of the safeguarding framework.



Welfare (Fact Find) / Extended Welfare Break Investigation & Outcome Meeting

Part A - Investigation

*Investigating officers to use this template to ensure that we have considered all aspects and anything that may impact on the student. **Please ensure all headings are completed.** Please return to:*

Investigating Officer:

Student Names and ID Numbers:

Incident Number:

Advocate Name

- 1. The investigation (EWB) /Fact Find (WB)**
- 2. Interview with EWB/WB student(s)**
- 3. Interview with witness (es) (staff and students)**
- 4. ProMonitor Comments**
- 5. Student in receipt of support (SEND Support, safeguarding, other)**
- 6. Conclusions**
- 7. Recommendations**
- 8. Signature of Investigating /Fact Find person**

Part B - Outcome Meeting

*Faculty Director to complete this section to confirm that the outcome meeting has taken place and to capture the agreed actions. **Please return completed form to EA to the Vice Principal Learning & Quality.***

Faculty Director:

Outcome Meeting held on:

Time:

Attendees:

Outcome:

Agreed Actions:

- *E.g Submit all remaining work by the deadline date*

8.13 Risk Assessment



Key

Probability		Severity		Risk Factor (probability x severity)	
Highly probable	5	Death	5	1-9	low risk
Probable	4	Major injury	4	10-15	medium risk
Likely	3	Hospital treatment	3	16-25	high risk
Possible	2	First Aid required	2		
Unlikely	1	Minor injury	1		

Student/employee name:		Department:	Construction
Student/employee ID number:		Manager:	

Ref. No.	Activity/task	Potential hazards/risks	Probability 1-5	Severity 1-5	Risk factor	Controls in place	Risk factor with controls in place	Additional requirements
1								
2								
3								
4								

Student/employee name:	Signature:	Date:
Manager ID name:	Signature:	Date:

9 Equality Impact Statement

Section One	
College:	Buckinghamshire College Group
Departments Effected:	Curriculum & Quality, Students
Who is responsible for the Equality Impact Assessment?	Assistant Principal for Student Engagement and Support
Title (of the policy/practice/decision)	Supportive Performance Management Policy and Procedures
Description (Provide a brief description of the policy/practice/decision)	The Supportive Performance Management Policy and Procedures has been updated to include trauma-informed language. This aims to foster positive behaviours and responsibility for learning, ensuring all students and apprentices can succeed in a barrier-free environment. The policy aligns with expected workplace behaviours and prioritises relationships, empathy, and safety over discipline.

Section Two – Stakeholder Consultation		
2.1	Who are the main stakeholders and what consultation exercise are you planning to undertake, if required (e.g. consultation with Employee Voice, Trades Unions, Staff groups, Student groups?)	Students, Apprentices, Staff, Employers, and Systemic Psychologist Consultant
2.2	Are there concerns that this could result in differential or adverse impact on any Equality Groups (Protected Characteristics as identified by the Equality Act 2010)	No, so long as it is implemented effectively and is constantly under review

Section Three – Protected Characteristics		
Protected Characteristics	Impact High/Medium/Low/N/A	Action(s) you will take to mitigate or remove the negative or adverse impact if identified? <i>Propose measures to mitigate or eliminate identified negative impacts</i>
1. Age	Low	No adverse impacts identified with regards to age as all provision types have been factored in and positive impacts expected through inclusive language and practices of trauma informed approach.
2. Disability	Low	The policy and procedures set out to make reasonable adjustment to provide support to ensure equitable access to learning.
3. Gender identification	Low	As above and separate policy on transgender guidance for staff and students.
4. Gender Reassignment	Low	As above and separate policy on transgender guidance for staff and students ensures appropriate support for this community.
5. Marriage and civil partnership	Low	As above.
6. Pregnancy & Maternity	Low	As above.
7. Race / Ethnicity	Low	Diversity, Equality, Wellbeing and Inclusion (DEWI) Policy aims to prevent discrimination and promote equal opportunities for all, regardless of their race or ethnic origin. This is factored into to this policy/procedure.

8. Religion or Belief	Low	As above.
9. Sexual Orientation	Low	As above.

Section Four – Monitoring and Review	
Does your criteria and procedure promote fairness and equal opportunities?	Yes, this policy & procedure will take a trauma informed approach to behaviours and consequences to promote fairness and equal opportunities
How will you monitor and evaluate the effectiveness of these measures to determine whether it has been effectively and fairly applied	Regular monitoring of effective implementation, and outcomes, with training and development provided to tackle any emerging themes.

Section Five – Outcome, Sign-off and Authorisation	
Equality Impact Assessment Outcome Select one of the four options below to indicate how the policy will be progressed and state the rationale for the decision.	
Option 1: No change required – the assessment is that the policy is robust.	X
Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	
Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified	
Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.	
Name & job title of authorise person	Nicola Ellis Assistant Principal Student Engagement & Support
Equality Impact Assessment was completed on:	July 2026
Date of next review, and by whom? This may include regular reviews, data analysis, and stakeholder feedback	July 2028 Vice Principal Inclusion and Support