

# **Supportive Performance Management Policy & Procedures (SPMP) 2025-27**

Responsible Officer:	Assistant Principal Student Engagement and Support
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## Summary Change Log

Here is a summary of the key changes from the previous policy and procedures:

### **Process Title and Validity Period Change**

- The official name of the procedure has been updated from "Student Performance Management Procedures" to "Supportive Performance Management Policy and Procedures", and its validity period has been updated and extended from 2024-25 to 2025-2027.

### **Improvement Plan Nomenclature Change**

- The terminology for the improvement plan used throughout the process has been updated from "Performance Improvement Plan (PIP)" to "Supportive Improvement Plan (SIP)".

### **Formal Stage 1 Meeting Lead Role Change**

- The responsible party for leading the Formal Stage 1 meeting has been shifted from the Curriculum Manager to the Course Leader/Trainer/Tutor.

### **Introduction of Advocate Support**

- Explicit provision for "Advocate support available" has been added for all formal stages of the performance management process.

### **Removal of Explicit "Final Written Warning" for Formal Stage 3**

- The explicit mention of issuing a "Final Written Warning" as an outcome of Formal Stage 3 is no longer required.

### **Integrated Incident Response and Fact-Finding**

- The new document integrates preliminary incident response actions, including incident reporting, welfare breaks, fact-finding, and implementing formal procedures, more directly into the performance management process flow, particularly for concerns involving alleged misconduct.

### **Suspension Nomenclature Change**

- The terminology has been updated from "Suspension" to "Extended Welfare Break".

## Buckinghamshire College Group Mission and Vision

Transforming Futures Through Learning.

We deliver excellence in employer focused technical, vocational and professional education, improving life chances for individuals and supporting communities throughout Buckinghamshire and beyond to realise their career ambitions.

### **Policy Aims**

This policy has been refreshed to be more relational in terms of trauma-informed language so that the College can promote positive behaviours and responsibility for learning to ensure that all students and apprentices can learn, progress and achieve success in an environment where there are no barriers. This is written in line with expected workplace behaviours and attitudes and is underpinned by a trauma-informed approach. Trauma informed approaches prioritise relationships, empathy and feeling safe above discipline and other behaviour management principles where possible.

## **Policy Purpose**

The purpose in applying the policy and associated procedures is:

- To ensure that all members of the college community feel safe
- To promote positive workplace behaviours and attitudes
- To remove any barriers to learning and promote engagement in the college community
- To ensure all students can make progress and achieve success, with consequences that take account of individual circumstances

## **Policy Scope**

This applies to all enrolled students and apprentices and cover situations where a student/apprentice's performance and/or behaviours requires support or adjustments to meet the College Commitment and lived College Values.

## **Equality, Diversity and Inclusion**

The application of this should take account of individual student/apprentices' circumstances in recognition of difference and equity. The College is committed to taking a trauma-informed approach and therefore a student/apprentice advocate is expected to support them throughout the process. Students/apprentices will be invited to provide information about any equality and diversity issue which may be relevant. This should include any requests for reasonable adjustments in line with the Equality Act 2010; being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

## Appendix 1 – Our College Commitment

At BCG, students, staff, employers, parents, carers and beyond, aspire to work together to create a thriving, respectful, and ambitious learning community. These ten commitments guide how we learn, teach, support, and grow together.

As a member of the Buckinghamshire College Group community, we commit to:

### **1. Empower through learning**

We will engage in all aspects of college life, driven by integrity, ambition, and a commitment.

### **2. Stay Safe and Well**

We will prioritise the physical and emotional wellbeing of every member of our college community, ensuring a safe and supportive environment.

### **3. Keep Learning for Life**

We will create and embrace opportunities that inspire a passion for learning

### **4. Model Respectful Behaviour**

We will lead by example, build trust through relationships, and represent our college with pride and professionalism.

### **5. Celebrate Identity & Differences**

We will celebrate what makes us unique and make sure everyone feels included.

### **6. Work Together & Celebrate Success**

We will help each other learn, share ideas, and be proud of what we achieve.

### **7. Use Technology Responsibly**

We will use digital technologies, including mobile phones, respectfully and in line with college guidance to support learning, wellbeing, and communication.

### **8. Speak Up and Listen**

We will share our thoughts, listen to others, and help make college better for everyone.

### **9. Learn from Mistakes**

We will embrace mistakes as learning opportunities, taking time to reflect and build our resilience.

### **10. Live Our College Values**

We will follow our college values — **Ambition, Innovation, Integrity, and Respect** — in everything we do.

## Appendix 2a – 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 5 stages as follows:

- a. First six-weeks
- b. Informal Process (Low Level)
- c. Formal Stage 1
- d. Formal Stage 2
- e. Formal Stage 3

### a. First six-weeks (Low-Level)

- During the first six-weeks student/apprentice attendance, performance, behaviours and skills development will be closely monitored by relevant staff.
- If at any point in the first six-weeks, the student/apprentice performance and/or behaviours fall below college expectations the **relevant staff member** should implement an *informal* Supportive Improvement Plan (SIP) which includes targets with identified support, with a two-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 should 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 should ensure that:
  - A Right Choice Review is completed by the **Course Leader/Trainer/Tutor**, and suitable alternatives are discussed and actioned.
  - Parents/carers of students under 18 and/or employers of apprentices should be informed and consulted at this stage. Where a student is under 16 the Local Authority must be informed and consulted.
  - Students/apprentices should only be referred to Fair Access Panel (FAP) via the Faculty Director where *all* other alternative options have been exhausted.
  - Every student/apprentice should be supported by an advocate throughout the process.
- By the end of the first six-week *all* students/apprentices will have had a Right Choice Review (RCR) to confirm that they are on the right programme of learning.

### b. Informal (Low-Level)

- After the first six-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** should implement an informal Supportive Improvement Plan (SIP) which includes targets with identified support, in a two-week review period.
  - 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.
  - If the impact of the support has shown *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 two-weeks.

- Staff should make a CPOMS referral for any student or apprentice who is deemed to be at risk from harm.

#### c. Formal Stage 1 (Low-Level not improving, or Misconduct)

- After the first six-weeks, student attendance, performance, behaviours and skills development will be continued to be closely monitored by relevant staff.
- Where a student/apprentice's behaviours and/or performance do not improve in the informal process or they have been involved in misconduct relevant to this stage they will be invited to attend a Formal Stage 1 meeting held with the **Course Leader/Trainer/Tutor** (along with parent/carer/advocate if under 18), with at least 48 hours' notice. The employer will be invited if this applies to an apprentice. Where a student is under 16 the Local Authority must be informed and consulted.
- All students/apprentices have the option to be accompanied by an advocate; this could include another staff member for example a Progress Coach, SEND Advocate or Student Services Advisor.
- Formal Supportive Improvement Plan (SIP) targets will be set, and additional support measures will be agreed.
- The student/apprentice will be invited to attend a **Stage 1 Review meeting within 4 weeks** of the initial meeting to discuss progress against targets. The potential outcomes:
  - If the impact of the support has shown *sufficient* improvement in performance and/or behaviours in the review meeting, the relevant staff member should close the set targets, and no further action is required.
  - If the impact of the support has shown *some* improvement in performance and/or behaviours a further extension period will be granted which will be followed up by a second Stage 1 Review meeting, within two-weeks.
  - If the impact of the support has shown *no* improvement in performance and/or behaviours in the review meeting the relevant staff member will request advancement to formal Stage 2.
- Staff should make a CPOMS referral for any student or apprentice who is deemed to be at risk from harm.

#### d. 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 Stage 1 process or they have been involved in misconduct relevant to this stage (Appendix 4), they will be invited to attend a Formal Stage 2 meeting held with the **Curriculum Manager/Apprenticeship Skills Manager** (along with parent/carer/advocate if under 18), with at least 48 hours' notice. The employer will be invited if this applies to an apprentice. Where a student is under 16 the Local Authority must be informed and consulted.
- All students/apprentices have the option to be accompanied by an advocate; this could include another staff member for example a Progress Coach, SEND Advocate or Student Services Advisor. Where a student is under 16 the Local Authority must be informed and consulted.
- Formal Supportive Improvement Plan (SIP) targets will be set, and additional support measures will be agreed.
- The student/apprentice will be invited to attend a **Stage 2 Review meeting within 4 weeks** of the initial meeting to discuss progress against improvement targets. The potential outcomes:
  - If the impact of the support has shown *sufficient* improvement in performance and/or behaviours in the review meeting, the relevant staff member should close the set targets, and no further action is required.

- If the impact of the support has shown *some* improvement in performance and/or behaviours a further extension period will be granted which will be followed up by a second Stage 2 Review meeting, within two-weeks.
- If the impact of the support has shown *no* improvement in performance and/or behaviours in the review meeting the relevant staff member will request advancement to formal Stage 3.
- Staff should make a CPOMS referral for any student or apprentice who is deemed to be at risk from harm.

e. 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 Stage 2 process or they have been involved in misconduct relevant to this stage (Appendix 4), they will be invited to attend a Formal Stage 3 meeting held with the **Faculty Director/ Vice Principal (Apprentices)** (along with parent/carer/advocate if under 18), with at least 48 hours' notice. The employer will be invited if this applies to an apprentice.
- All students/apprentices have the option to be accompanied by an advocate; this could include another staff member for example a Progress Coach, SEND Advocate or Student Services Advisor. The employer will be invited if this applies to an apprentice. Where a student is under 16 the Local Authority must be informed and consulted.
- Formal Supportive Improvement Plan (SIP) targets will be set, and additional support measures will be agreed.
- The student/apprentice will be invited to attend a **Stage 3 Review meeting within 4 weeks** of the initial meeting to discuss progress against targets. The potential outcomes:
  - No further action to be taken if *sufficient* improvement evidenced and the targets and process are closed.
  - If the student/apprentice shows *some* improvement a further extension period will be granted, followed up by a second Stage 3 Review meeting within two-weeks.
  - If the student shows *no* signs of improvement the relevant staff member will refer to the Fair Access Panel (FAP) and alternative options offered
  - If the apprentice shows *no* signs of improvement the relevant staff member will refer to the Fair Access Panel (FAP) and the college reserves the right to terminate the contract for services with the employer
- Staff should make a CPOMS referral for any student or apprentice who is deemed to be at risk from harm.

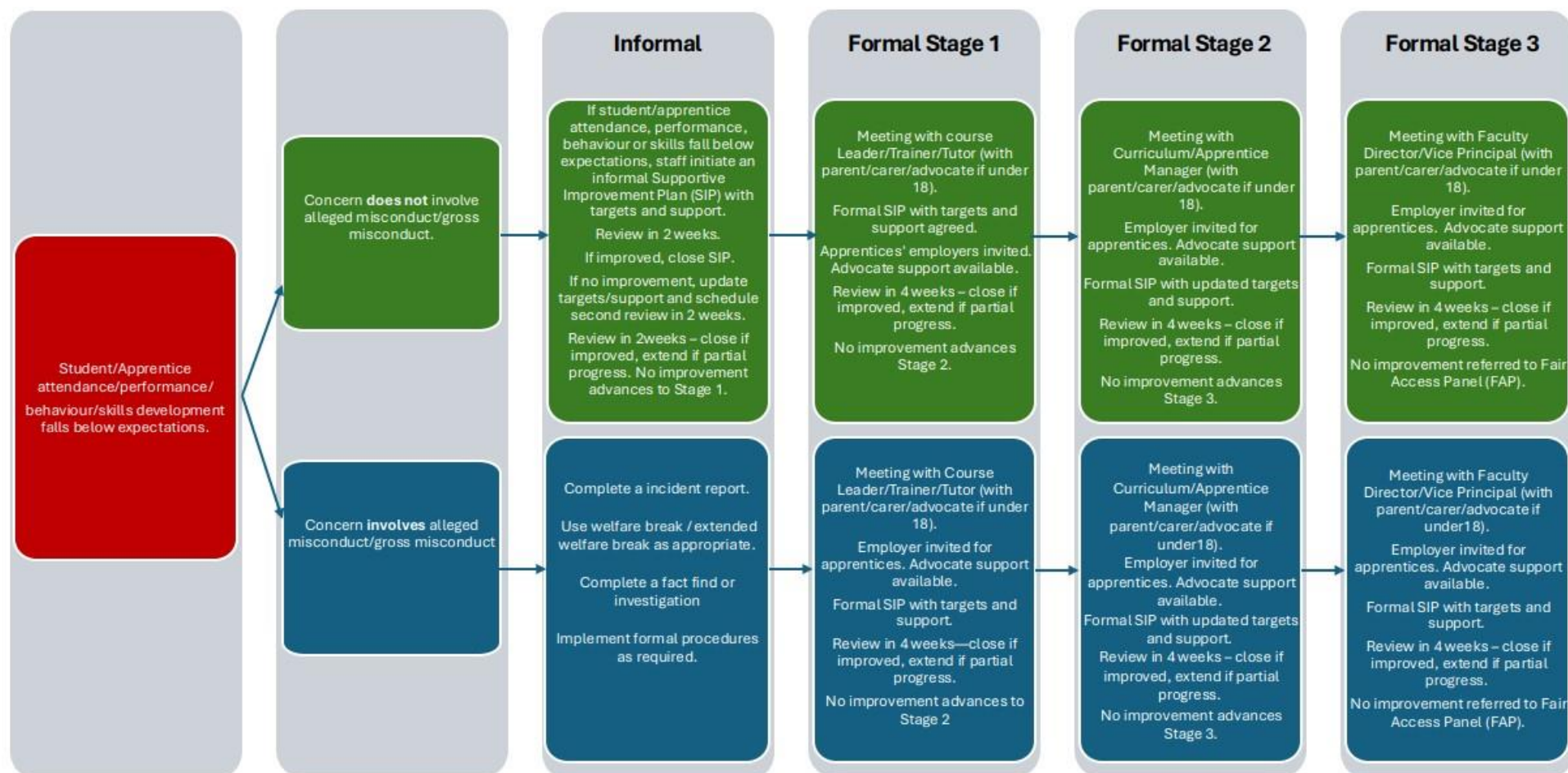


## Appendix 2b – The Process Summary (Flowchart)



Buckinghamshire  
College Group

### Supportive Performance Management Process 2025 - 2027



### Appendix 3 – Welfare Breaks (Students & Apprentices)

Where there has been an allegation or incident, students/apprentices may be issued with a 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.

#### Welfare Breaks - Students & Apprentices with an Education Health & Care Plan (EHCP)

Where there has been an allegation or incident, students/apprentices with an EHCP may be issued with a Welfare Break of up to **5 working days** by the **Faculty Director / Vice Principal (Apprentices)** who must inform the Assistant Principal Student Engagement and Support (APSES) and the SENCO. This is to allow the Manager time to conduct a 'fact find' and liaise with the Local Authority to consult on the next course of action. The next steps will be communicated by the Faculty Director/ Vice Principal (Apprentices).

- 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.
- The SENCO will inform and consult with the Local Authority
- The Faculty Director (Students) / Vice Principal (Apprentices) will contact the parent/carer/employer to inform them of the next steps.
- If an extension of 5 working days is needed to ensure the right levels of support can be put in place, or that an Emergency Annual Review (EAR) is required, this will be actioned by the SENCO in conversation with the Assistant Principal Student Engagement and Support.

#### Extended Welfare Breaks (Students) / Break in Learning (Apprentices)

For acts of gross misconduct in College (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).
- Parents/carers of students under the age of 18 will be informed and asked to collect the student. For apprentices, the employer will be informed.

- The investigation will normally be undertaken by a member of the College Leadership Team (CLT).
- At the time of issuing an Extended Welfare Break/Break in Learning the student will have their ID card blocked and be advised not to return to the College campus/grounds until the Extended Welfare 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 an EHCP, the Extended 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.

#### Extended Welfare Breaks / Break Learning - Police Involvement

For acts of misconduct that take place in college or within the community which result in arrests, bail conditions or charges being made, a student/apprentice will be issued an Extended Welfare Break/Break in Learning by a member of the Executive Team, pending a risk assessment and advice from the Police.

- The student/apprentice's parents/carers, employers and local authority (where applicable) will be informed at this stage.
- A risk assessment will be undertaken by the Director of Student Services or allocated Safeguarding Lead, who will determine if the health, safety and wellbeing of the college community are at risk. The student/apprentice's parents/carers, employers and local authority (where applicable) will be informed of the findings of the risk assessment.
- The risk assessment, with advice from the Police, will determine one of the following next steps:
  - Whether the student/apprentice should be issued an Extended Welfare Break/Break in Learning until the outcome of the Police investigation.
  - If an Extended Welfare Break/Break in Learning from college pending Police investigation is deemed to be the most appropriate course of action, the student/apprentice may be expected to continue to study at home.
  - Whether an independent College investigation should take place alongside the Police investigation.
- The Extended Welfare Break/Break in Learning process is subsequently followed.

## 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.
- 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.

## 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.

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

All students will have two risk ratings:

1. Attendance Risk Rating
2. Achievement Risk Rating

	Element	Red (High)	Amber (Medium risk)	Green (Low/no risk)	Blue (Exceptional)
<b>Attendance Risk Rating</b>					
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.	<b>Attendance</b>	70% +	80% +	90% +	95% +
<b>Achievement Risk Rating</b>					
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.	<b>Individual learning aim</b>	Off track	On track with intervention	On track	Exceeding
<b>Overall</b> risk ratings are automated using the lowest rating selected for each learning aim/qualification e.g. Art = Green Maths = Blue English = Amber <b>Overall = Amber</b>	<b>Overall student risk assessment</b>	Off track	On track with intervention	On track	Exceeding



## 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
	<b>Employer</b>	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.
	<b>Attendance</b>	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.
	<b>Progress</b>	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 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 a Extended Welfare Break. You must inform any work placements that you are on a 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 mean?

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

A report has been made of serious misconduct in College under the Student Positive Behaviour & Disciplinary Policy. Being placed on a 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 a 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 a Extended Welfare Break when I reported a concern?**

As a duty of care, all parties are on a 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 a Extended Welfare Break for?**

We try to investigate a 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 a 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 a 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](http://www.samaritans.org) or call free 116 123
- Kooth.com
- Youth Enquiry Service - [www.yeswycombe.org](http://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 will be can be found in your Extended Welfare Break letter.

# Welfare Break from College



So, what does that mean?

- You have been given a Welfare Break.
- This is to allow your Curriculum 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.





# What does a Welfare Break mean?

**Q: What is a Welfare Break?**

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

The campus Faculty Director or Executive will inform the student and Parent/Carer of the incident which resulted in a 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 has undertaken the 'fact-find', they will decide on the next course of action with a member of the Executive Team or a Faculty Director.

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

The Curriculum Manager for the area will keep you updated.

**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](http://www.samaritans.org) or call free 116 123
- Kooth.com
- Youth Enquiry Service - [www.yeswycombe.org](http://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.

# 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.



## 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.

## Equality Impact Statement

Section One	
<b>College:</b>	Buckinghamshire College Group
<b>Departments Effected:</b>	Curriculum & Quality, Students
<b>Who is responsible for the Equality Impact Assessment?</b>	Assistant Principal for Student Engagement and Support
<b>Title</b> (of the policy/practice/decision)	Supportive Performance Management Policy and Procedures
<b>Description</b> (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.
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Section Four – Monitoring and Review	
<b>Does your criteria and procedure promote fairness and equal opportunities?</b>	Yes, this policy & procedure will take a trauma informed approach to behaviours and consequences to promote fairness and equal opportunities
<b>How will you monitor and evaluate the effectiveness of these measures to determine whether it has been effectively and fairly applied</b>	Regular monitoring of effective implementation, and outcomes, with training and development provided to tackle any emerging themes.

Section Five – Outcome, Sign-off and Authorisation	
<b>Equality Impact Assessment Outcome</b> Select one of the four options below to indicate how the policy will be progressed and state the rationale for the decision.	
<b>Option 1:</b> No change required – the assessment is that the policy is robust.	X
<b>Option 2:</b> Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	
<b>Option 3:</b> Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified	
<b>Option 4:</b> Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.	
<b>Name &amp; job title of authorise person</b>	Nicola Ellis Assistant Principal Student Engagement & Support
<b>Equality Impact Assessment was completed on:</b>	August 2025
<b>Date of next review, and by whom?</b> This may include regular reviews, data analysis, and stakeholder feedback	July 2027 Assistant Principal Student Engagement & Support