

Student Performance Management Procedures 2023-24

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1. Introduction

The College is committed to treating all students fairly and equitably and to helping students across all learning programmes to perform effectively. As a College we support, facilitate and promote positive behaviour through our Ready Respectful Safe approach. This is framed around five pillars: consistent, calm, adult behaviour; positive reinforcement; relentless routines; scripts for difficult interventions; restorative conversations.

Ready Respectful Safe supports our college values:

Ambition – we are highly ambitious and support everyone to achieve more than they ever thought possible.

Innovation – we are continuously improving and embrace the power to think differently about how we learn and work.

Integrity – we operate with honesty and fairness and deliver on our promises.

Respect – we value diversity and the opinions and contributions of others, acting with kindness and respect for all.

However on occasion, it may be necessary to invoke the Student Performance Management Procedures to support students to succeed.

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.

This procedure aims to encourage positive behaviour and responsibility for learning and to ensure that all students are able to study, progress and achieve success in an environment where there are no barriers. The College promotes work place behaviours and attitudes for all students.

These procedures apply to all enrolled students and covers situations where a student's learning performance does not meet expectations, such as missed deadlines, dips in attainment or effort, attendance issues, as well as misconduct alleged to have occurred on the College premises and/or within the community or behaviours which have brought the College into disrepute.

Where a student has an Educational, Health and Care Plan (EHCP), a decision as to whether to involve parents/carers/key workers will be made on a case by case basis, reflecting that individual's understanding of the situation and ensuring a balance between their safety and wellbeing, and their fundamental rights as a young person to make their own decisions. The local authority may need to be informed. Students and parents with English as their second language will be offered appropriate support with Student Performance Management Procedures.

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. If the incident is of a potentially serious nature, the College may choose to suspend the student and may defer carrying out formal action until any criminal proceedings are concluded. In these circumstances, a risk assessment will be undertaken to ensure that any risk to other students or the College are minimised. If the student has damaged College property, they may be liable for the cost.

2. Student Charter

Our Student Charter is designed to guide you through your time at Buckinghamshire College Group (BCG) to ensure you make the most of your experience.

All students are expected to read and sign the Student Charter so you know what you can expect at College and what is expected of you.

Our Student Engagement Team (SET) is dedicated to making our students' time here as enjoyable, fulfilling, safe and inclusive. We wish you every success in your studies and hope that you have a great student experience here at Buckinghamshire College Group.

Buckinghamshire College Group's commitment to you: We will:

- Provide excellent educational experiences and do everything we can to make you highly employable while developing a lifelong passion for learning.
- Ensure the health, safety, and wellbeing of yourself and that of others within our community.
- Provide you with a high quality learning environment to support your academic, professional and personal development.
- Provide a friendly and supportive environment which will encourage you to succeed whilst allowing you to make mistakes and equip you with skills to learn from them.
- Work in partnership with Student Engagement Team to enable you to contribute to the improvement of College life.
- Be entrepreneurial, innovative and creative in our outlook, and open to doing things differently.
- Live through our values of: Ambition, Integrity, Innovation and Respect.

Your commitment to us: You agree to:

- Participate fully in your studies and College experience, so you become the best that you can be.
- Comply with the requirements of Ready Respectful Safe.
- Prioritise the health, safety, and wellbeing of yourself and that of others within our community.
- Make use of our facilities, resources and support on offer at the College, asking for help when you need it.
- Positively represent yourself, the people you work with and the places in which you live and study.
- Engage proactively with your Student Engagement Team supporting them to make your voice heard.
- Make the most of opportunities to feedback about your student experience.
- Not be afraid to make mistakes and take the opportunity to learn from them.
- Live through our values of: Ambition, Integrity, Innovation and Respect.

Your Student Engagement Team's commitment to you: We will:

- Actively seek your views to represent you and support student-led change on College campuses and within the local community.
- Strive to provide, as part of the BCG community, relevant services and opportunities that allow you to reach your potential.

- Provide relevant and student focused activities enabling you to have the best possible experience.
- Listen to your feedback and represent your academic interests.
- Provide you with opportunities that are fun, safe, diverse and challenging.
- Provide an independent voice for all students.

Shared commitments: We agree to:

- As a community of staff and students, speak out against and report any form of bullying, harassment, sexual harassment, assault, and discrimination.
- Behave professionally, with kindness and integrity.
- Respect each other, working collaboratively and in partnership.
- Work together to develop our College through ongoing dialogue and feedback.
- Value our collective identity and our individual diversity.
- Make a personal contribution to our communities within and beyond the College.
- To be aspirational and celebrate our successes.

3. Equality and Diversity

To ensure fair treatment and where appropriate, provision of support by the College in the application of this procedure, students will be invited to provide information about any equality and diversity issue which may be relevant. This should include any requests for reasonable adjustments.

The Fair Access Panel (FAP) comprises a cross-representation of BCG colleagues and is responsible for ensuring that:

- all applicants to the college are treated fairly and have equal access to college courses
- in cases where an offer is not made at interview that an appropriate alternative is found
- students changing courses during the college year are supported to access the most appropriate course for their needs, aptitude and career plans
- prior to students being withdrawn all steps have been taken to ensure that they have been fully supported and all alternatives have been considered
- progressing students have fair and equal access to college courses based on published entry criteria.

Referrals can arise through:

- The Admissions interviews process where the candidate is not successful for the course they have chosen.
- In year referrals from curriculum teams where tutor and/or student feels that the current course is not appropriate or cannot lead to success for the student and they wish to transfer.
- Withdrawal and change requests via ProSolution submissions.
- Referrals from curriculum teams via the Step-Up process for progressing students

4. Implementation of the Procedure

The Procedure is divided into 5 processes (Student Performance Management Process - Appendix 1)

- Six-week Probationary Period
- Informal Process
- Formal Stage 1

- Formal Stage 2
- Formal Stage 3

Refer to RAG Criteria sheet (Appendix 2) which provides examples as well as the criteria to be met.

For students under the age of 16, the Student Performance Management Process will be implemented in liaison with the local authority (Appendix 1).

It is vital for accurate records to be completed, updated and maintained on ProMonitor and OneFile for apprentices. It is also important to ensure the relevant Fact Sheets have been issued to the student (Appendices 3, 3a, 5a and 5b).

Failure to attend a meeting for any stage of the Student Performance Management Process does not necessarily mean it will be postponed. If there is no genuine reason for non-attendance, the meeting can go ahead without the student's presence and the student will be notified of any decision made.

The College reserves the right to escalate to formal stages, depending on the circumstances, and will be agreed upon on an individual basis by the Faculty Director.

5. Student Performance Management Process

5.1 Six-week Probationary Period (on ProMonitor)

During the six-week probationary period (pro rata for part-time students) student attendance, attitude to learning and skills development will be closely monitored by the curriculum team. If a student's performance falls below expectations, a Right Choice Review (RCR) is to take place immediately with the Course Leader or Assessor. A Performance Improvement Plan (PIP) this is the informal process will be implemented and reviewed after one week. If there is no improvement, the student is referred to the Fair Access Panel (FAP) by the Curriculum Manager. The Fair Access Panel (FAP) is in place to support students onto the right programme.

All students, no matter their performance, will have had a Right Choice Review (RCR) by the end of the six-week period, with their Course Leader or Assessor, to confirm successful completion of the probation period.

5.2 Informal Process (on ProMonitor)

Where appropriate, prior to using the formal aspects of the College's Student Performance Management Process, an informal discussion will be held with the student and recorded on ProMonitor, and a Performance Improvement Plan (PIP) agreed with supportive measures. A review will be scheduled after a period of 2 weeks. Any PIPs for apprentices should be communicated with employers.

Following a satisfactory outcome to the PIP at review, the matter will be considered resolved. However, where an issue has been discussed with a student informally, and if:

- the issue has not been resolved and the problem persists,
- the required improvements in conduct are not achieved,

- further information becomes available during discussions which make the matter sufficiently serious,
- further instances of misconduct/gross misconduct occur,

the Performance Improvement Plan (PIP) will be extended, with a review scheduled following a further 2 week period.

Following a satisfactory outcome to the use of the informal process at the second review meeting, the matter will be considered resolved. However, where there are signs of no improvement, the student will be moved to the formal stages using the Performance Improvement Plan (PIP) as evidence.

5.3 Formal Stage 1 (on ProMonitor)

Where a student's conduct or performance fails to improve, they will be invited to attend a formal Stage 1 meeting held with the Curriculum Manager (along with parent/carer if under 18), with at least 48 hours' notice. The employer should be invited if this applies to an apprentice.

The Performance Improvement Plan (PIP completed previously) will be provided as evidence, and reviewed.

Potential outcomes include:

- No further action to be taken.
- Receipt of a Verbal Warning (valid for 6 months).
- 4-week maximum extension to be granted if the student shows signs of improvement but not at the level required.

The student will be invited to attend a Stage 1 Review meeting within 4 weeks of the date the Verbal Warning was issued. The potential outcomes include:

- No further action to be taken.
- Advancement to formal Stage 2 if the student shows no signs of improvement.
- A further extension period to be granted if the student shows signs of substantial improvement but not at the level required, which will be followed up by a Stage 1 Review meeting.

5.4 Formal Stage 2 (on ProMonitor)

Where a student's conduct or performance has shown no signs of improvement, despite the support put in place by the College, they will be invited to attend a formal Stage 2 meeting held with the Curriculum Manager (along with parent/carer if under 18), with at least 48 hours' notice. The employer should be invited if this applies to an apprentice.

The Performance Improvement Plan (PIP completed previously) will be provided as evidence, and reviewed.

Potential outcomes include:

- No further action to be taken.

- Receipt of a Written Warning (valid for 12 months).
- 4-week maximum extension to be granted if the student shows signs of improvement but not at the level required.

The student will be invited to attend a Stage 2 Review meeting within 4 weeks of the initial formal Stage 2 meeting. The potential outcomes include:

- No further action to be taken.
- Advancement to formal Stage 3 if the student shows no signs of improvement.
- A further extension period to be granted if the student shows signs of substantial improvement but not at the level required, which will be followed up by a Stage 2 Review meeting.

5.5 Formal Stage 3 (on ProMonitor)

Where a student's conduct or performance has shown no signs of improvement, despite the support put in place by the College, they will be invited to attend a formal Stage 3 meeting held with the Faculty Director (along with parent/carer if under 18), with at least 48 hours' notice. The employer should be invited if this applies to an apprentice.

The Performance Improvement Plan (PIP completed previously) will be provided as evidence, and reviewed.

Potential outcomes include:

- No further action to be taken.
- Receipt of Final Written Warning (valid for 12 months).
- 4-week maximum extension to be granted if the student shows signs of improvement but not at the level required.

The student will be invited to a Stage 3 Review meeting within 4 weeks of the date of the Final Written Warning was issued. The potential outcomes include:

- No further action to be taken.
- Referral to Fair Access Panel (FAP) to discuss the potential to withdraw student.

6 Welfare Breaks

6.1 Mainstream (Appendices 3 and 3a)

Where there has been an allegation or incident, students may be given a Welfare Break of up to 2 working days by a member of the Executive Team or Faculty Director (who must inform the Assistant Principal, Student Engagement and Support). A Welfare Break supports students to take a break from the situation and gives the Curriculum Manager time to conduct a 'fact find' with those involved. The next steps would be decided by the Faculty Director for the area; no further action, informal stage and formal stage. If the allegations are considered to relate to misconduct or gross misconduct and are substantiated, the formal stage 2 or 3 may be implemented and could result in suspension. (Appendix 4)

The Curriculum Manager will inform the student and parent/carer of the reason for the Welfare Break and this should be recorded on ProMonitor. The Faculty Director will contact the parent/carer to inform them of the next steps following the fact find.

6.2 EHCP students (Appendices 3 and 3a)

Where there has been an allegation or incident and the student has an EHCP, students may be given a Welfare Break of up to 5 working days by a member of the Executive Team or Faculty Director who must inform the Assistant Principal, Student Engagement and Support and The Head of Learning Support who may then inform the local authority of the Welfare Break.

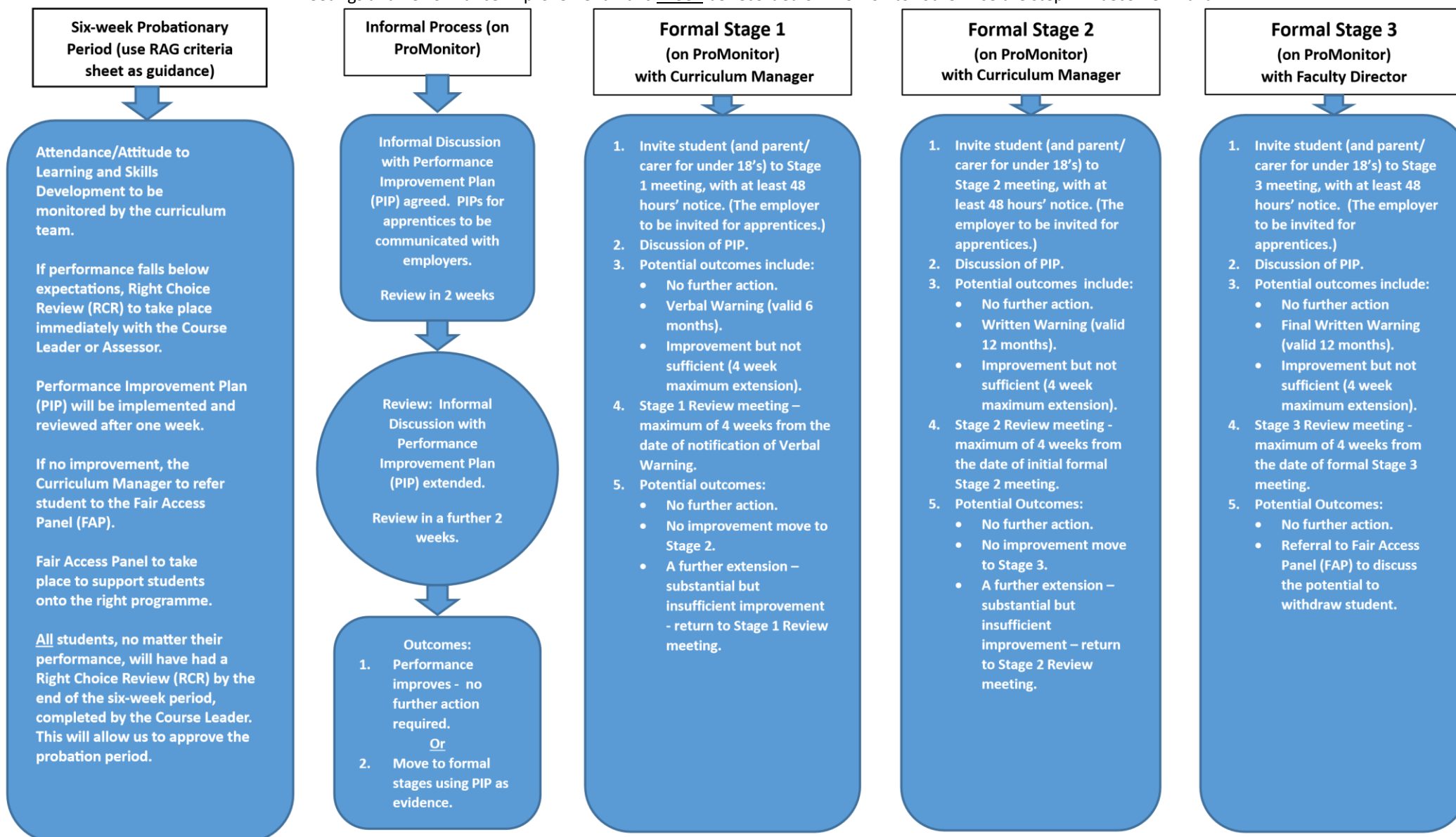
A Welfare Break supports students to take a break from the situation and gives the Curriculum Manager time to conduct a 'fact find' with those involved. The next steps would be decided by the Faculty Director for the area; no further action, informal stage or formal stage. If the allegations are considered to relate to misconduct or gross misconduct and are substantiated, the formal stage 2 or 3 may be implemented and could result in suspension. (Appendix 4)

If an extension of 5 working days is needed to ensure the right levels of support can be put in place or an Emergency Annual Review is required, this can only be actioned by the Head of Learning Support in conversation with the Assistant Principal, Student Engagement and Support

The Curriculum Manager will inform the student and parent/carer of the reason for the Welfare Break and this should be recorded on ProMonitor. The Faculty Director will contact the parent/carer to inform them of the next steps following the fact find.

Appendix 1 Student Performance Management Process

All meetings and Performance Improvement Plans MUST be recorded on ProMonitor otherwise the step will become invalid



Appendix 2 Risk rating trigger points and interventions

Risk Rating (ProMonitor)	Aspect	Red (High)	Amber (Medium)	Green (Low/no risk)	Blue (Exceptional)
First two weeks Get to know your student Red flags	Attendance	Below 100% Unless for planned (and notified) medical appointment or other extenuating circumstance (e.g. family funeral), refer to Progress Coach	Below 100% Absences that relate to medical/personal circumstances.	100% attendance	100% attendance
	Progress	Failure to complete any piece of work on time (including any pre-enrolment activity) or to a satisfactory standard for the course.	Any concerns over in-class attitude to learning, participation in activities, non-adherence to Student Charter or engagement with peers. Inconsistent quality of early work produced.	Work produced of a good quality to meet all deadlines. Engages well with early development of knowledge and skills relating to all subject areas.	Work produced to a very high standard meeting all deadlines. Demonstrates excellent engagement with early subject matter and skills development.
	Personal/ attitude	Serious personal circumstances that will undoubtedly impact on their ability to achieve on the course (e.g. pregnancy, criminal offence, long term or critical illness). Not adhering to Ready Respectful Safe guidelines.	Awareness of a lack/inability to support from family, or considerable commitment to caring for family member. Medical/disability/learning needs that have not been mitigated/planned for. Not adhering to Ready Respectful Safe guidelines.	Contributes well in class; appears to make friendships/connections with peers. Engages well with expectations of tutor and college. Demonstrates respect for others.	Displaying early signs of leadership without domination in class, making thoughtful contributions and supporting peers. High motivation to succeed, setting very high standards.
	Interventions <i>What support does this young person need to ensure they can make progress towards their goals this academic year.</i>	1. 1-1 meeting – curriculum intervention - reset expectations, identify any barriers/concerns, set clear short-term targets for improvement recorded on ProMonitor. 2. Engage parents/carers. 3. Ensure known to Progress Coach and Student Services. 4. Will additional learning support help? 5. Will careers advice help at this stage? 6. If multiple cross college services involved, consider regular catch ups with Curriculum Manager.	1. 1-1 meeting – curriculum intervention - reset expectations, identify any barriers/concerns, set clear short-term targets for improvement recorded on ProMonitor. 2. Engage parents/carers. 3. Could Student Services provide useful additional support (e.g. links to outside agencies such as carers support, family resilience etc.)? 4. Are there known or unknown SEND needs? Refer to Learning Support for assessment. 5. Would additional progress support help – refer Progress Coach. 6. Are there financial difficulties that can be supported – refer Student Services.	1. Make aware of support structures within College which are available should anything change. 2. Praise on a very positive transition and early start to College life.	1. Make aware of support structures within College which are available should anything change. 2. Praise on a very positive transition and early start to College life.

Risk Rating (ProMonitor)	Aspect	Red (High)	Amber (Medium)	Green (Low/no risk)	Blue (Exceptional)
Term 1	Attendance	Below 90% Repeated absence or regular patterns (i.e. same day every week). Regularly late for lessons (several times a week) refer to Progress Coach.	Below 95% Worsening attendance that you have addressed and are monitoring. Regular (i.e. weekly) lateness for 1 or more lessons.	Attendance at or above 95% Good punctuality – rarely late and never on a regular basis.	Attendance above 97% Excellent punctuality.
	Progress	Failure to complete 2 or more pieces of work on time or a failure to improve work to the standard required for the course.	Failure to complete any piece of work on time or to a satisfactory standard for the course.	Work produced of a good quality to meet all deadlines. At least meeting all targets set, and gaining a good level of knowledge and skills with ability to apply them confidently.	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.
	Personal/ attitude	Serious personal circumstances that will undoubtedly impact on their ability to achieve on the course (e.g. pregnancy, criminal offence, long term or critical illness). Disengaged with learning.	Awareness of a general lack of support from family combined with other factors such as below expectations attendance and/or progress. Coasting attitude towards learning.	Positive attitude appears focused and motivated. Demonstrates resilience and manages problems well – e.g. receives critical feedback on work well and is able to take constructive steps to improve. Proactively seeks advice/guidance.	Exceptional attitude. Appears focused and highly motivated. Demonstrates resilience and manages problems well. Actively seeks feedback and uses it to enhance their work and depth of their knowledge and understanding.
	Interventions <i>How can we support this young person to achieve and make progress despite their difficult circumstances?</i>	<ol style="list-style-type: none"> 1. Implement Student Performance Management Policy at appropriate stage – parents/carers engaged. 2. Intensive Progress Coach support. 3. Ensure known to Student Services. 4. Is support in place currently sufficient? What does the student think? 5. If progress is being maintained with the support in place, continue and review every 4 weeks. 6. If progress is not being maintained convene Team Around Student meeting to discuss other support options. 	<ol style="list-style-type: none"> 1. Implement Student Performance Management Policy at appropriate stage – parents/carers engaged. 2. Intensive Progress Coach support. 3. Could Student Services provide useful additional support (e.g. links to outside agencies such as carers support, family resilience etc.)? 4. Is learning support at the right level? What does the student think? 5. Would additional study support help – refer Inclusion Mentor. 6. Are there financial difficulties that can be supported – refer Student Services. 	<ol style="list-style-type: none"> 1. Ensure targets are sufficiently aspirational. 2. One to one tutorials to regularly review progress. 3. Praise. 	<ol style="list-style-type: none"> 1. Ensure targets are sufficiently aspirational. 2. One to one tutorials to regularly review progress. 3. Praise.

Risk Rating (ProMonitor)	Aspect	Red (High)	Amber (Medium)	Green (Low/no risk)	Blue (Exceptional)
Term 2	Attendance	Below 90% Repeated absence or regular patterns (i.e. same day every week). Regularly late for lessons (several times a week) ensure Progress Coach is aware.	Below 95% Worsening attendance that you have addressed and are monitoring. Regular (i.e. weekly) lateness for 1 or more lessons.	Attendance at or above 95% Good punctuality – rarely late and never on a regular basis.	Attendance above 97%. Excellent punctuality.
	Progress	Has failed to produce the required quality or quantity of work for more than one unit of the course and is not currently displaying the ability to do so independently.	Failure to complete any piece of work on time or to a satisfactory standard for the course.	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.	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.
	Personal /attitude	Consistently poor attitude to learning; has not demonstrated the expected attitude/motivation for a large proportion of the course. Personal circumstances that are a barrier to completing the outstanding work.	Generally has a desire to achieve but may have had occasional lapses in this positive attitude. May have had recent changes to circumstances that will impact on their achievement.	Positive attitude; responds well to feedback and has demonstrated the self-motivation required to complete remainder of the course. Proactively seeks advice and guidance from tutors/experts.	Exceptional attitude. Appears focused and highly motivated. Demonstrates resilience and manages problems well. Actively seeks feedback and uses it to enhance their work and depth of their knowledge and understanding.
	Intervention <i>How can we support this young person to achieve in this academic year?</i>	<ol style="list-style-type: none"> 1. Implement Student Performance Management Policy at appropriate stage – parents/carers engaged. 2. Regular joint action planning to improve areas of concern - monitor weekly. 3. Team Around Student meetings must be in place with 3-4 weekly reviews. 4. Organise Careers Interview to understand student perspective. 	<ol style="list-style-type: none"> 1. Implement Student Performance Management Policy at appropriate stage – parents/carers engaged. 2. Review support in place with student – what is their view? Is it adequate? 3. Seek support from Student Services for personal issues, or Learning Support for SEND concerns. 4. Consider Careers Interview – may help to renew focus/provide long-term plan. 	<ol style="list-style-type: none"> 1. Ensure targets are sufficiently aspirational. 2. One to one tutorials to regularly review progress. 3. Praise. 	<ol style="list-style-type: none"> 1. Ensure targets are sufficiently aspirational. 2. One to one tutorials to regularly review progress. 3. Praise

Risk Rating (ProMonitor)	Aspect	Red (High)	Amber (Medium)	Green (Low/no risk)	Blue (Exceptional)
Term 3	Attendance	Below 90% Repeated absence or regular patterns (i.e. same day every week). Regularly late for lessons (several times a week) work with Progress Coach.	Below 95% Worsening attendance that you have addressed and are monitoring. Regular (i.e. weekly) lateness for 1 or more lesson.	Attendance at or above 95% Good punctuality – rarely late and never on a regular basis.	Attendance above 97%. Excellent punctuality.
	Achievement and progression	It is highly unlikely that this student will achieve on their programme.	This student is behind, or has produced some below-standard work, but could still achieve with some commitment, effort and additional support . Student is unlikely to achieve at or above their target grade.	On target to achieve at or above their target grade. Student has a clear and achievable plan for next steps e.g. next level course, apprenticeship, HE, employment.	On target to achieve above their target grades in all aspects of their programme. Student has an aspirational and achievable plan for next steps e.g. next level course, apprenticeship, HE, employment.
	Intervention <i>How can we support this young person to have the most positive outcome from this academic year?</i>	1. Urgent action planning for next steps. 2. Organise Careers interview. 3. Support with progression options, e.g. applying for employment or independent training provider.	1. Urgent joint action planning to ensure achievement. 2. Seek advice from Student Services – can anything more be done to support? 3. If SEND, engage support staff with action planning. Review support. 4. Regularly review progress with support staff/reset targets.	1. Praise and celebrate achievement.	1. Praise and celebrate achievement.

Appendix 3

You have been given a **Welfare Break**



Tick relevant box: Mainstream (2 days) ☐ EHCP (5 days) ☐

So, what does that mean?

- There has been a request for a welfare break.
- A Welfare Break supports students to take a break from the situation and gives the Curriculum Manager time to conduct a 'fact find'
- The welfare break will be either 2 days or 5 days depending on whether you are a mainstream student or have an EHCP.



Expectations



- The College expects you to complete the work that is sent by the Course Leaders, Assessors while you are on your welfare break. You must inform any 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, Curriculum Managers, Assessors and Student Services., but please do not talk to other students about anything to do with the welfare break.
- The College will also be able to provide contact detail for external agencies such as mental health charities.



Appendix 3a



What is a Welfare Break?

Q: What is a welfare break?

There has been a request for a welfare break for you.

A Welfare Break supports students to take a break from the situation and gives the Curriculum Manager time to conduct a 'fact find'.

Q: How long will my young person be away from College?

A maximum of 2 working days for mainstream student or 5 days if you have an EHCP (Educational, Health and Care Plan). However there may be an extension to ensure the right level of support can be put in place.

Q: What are the next steps?

Dependent on the fact find, your young person could return to College with no further action against them or they could be suspended. If the College can no longer meet needs, then there will be an emergency annual review planned.

Q: Who will keep myself and my young person 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 young person 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 Student Services 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 you 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.

Appendix 4: Examples of Gross Student Misconduct and Student Misconduct

Gross Student Misconduct

The following may be viewed by the College as Gross Misconduct, but are not exhaustive:

- Violence to students, staff or visitors.
- Theft of property.
- Vandalism.
- Threats to students, staff or visitors.
- Racial or sexual harassment.
- Discrimination of any form.
- Bullying or harassment (including child on child/peer on peer abuse, sexual harassment; and violence, prejudice based and discriminatory bullying and cyberbullying) (Appendices 5 and 5a)
- 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 could endanger the health and safety of others including deliberately spitting or threatening to spit.
- 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

Student Misconduct

The following may be viewed by the College as Misconduct, but are not exhaustive:

- Persistent lateness and/or excessive breaks including smoking breaks.
- Poor attendance.
- Unauthorised absence and/or unacceptable absences from College.
- Breaches of Health & 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.
- 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.
- Smoking and/or vaping on the College's premises/grounds (including the use of e-cigarettes) except in the designated smoking areas.
- Persistent refusal and/or repeated failure to have ID card visible at all times whilst on College premises.

Incidents will be dealt with by the relevant Faculty Director or Curriculum Manager in line with Ready Respectful Safe - The Five Pillars:

- Consistent, calm, adult behaviour.
- Positive reinforcement.

- Relentless routines.
- Scripts for difficult interventions.
- Restorative conversations.

What we mean by Ready Respectful Safe:

- Ready:** Excellent attendance and punctuality.
Positive attitude to learning, ready to be the best you can.
- Respectful:** Following the Staff Code of Conduct and Student Charter.
Respecting others beliefs and opinions.
- Safe:** Follow all Safeguarding, Health & Safety, College policies referring
any concerns where appropriate.
Wear ID badges.

Appendix 5: Suspension

Suspension is only used to ensure the safety of staff and students, and implemented when all other avenues have been exhausted.

Suspension - Gross Misconduct in College

For gross acts of misconduct in College, in the majority of cases a student will be immediately suspended by a member of the Executive Team, pending an investigation. As a duty of care, all parties involved in an incident may be suspended as advised by the member of the Executive Team issuing the suspension. The College may report any incident to the police. At the time of suspension, the student will be given a fact sheet on suspensions (Appendices 6a and 6b).

Parents/carers of students under the age of 18 will be informed and asked to collect the suspended student.

The investigation will normally be undertaken by an Executive Director/Faculty Director/Head of Department who will interview all relevant parties. The member of the Executive Team issuing the suspension will inform the EA to the Vice Principal, Curriculum and Quality, who will in turn inform the Course Leader or Assessor, Progress Coach, Curriculum Manager and Faculty Director of the action taken.

The suspended student will not be allowed onto College campus/grounds unless invited to do so as part of the investigation. Students will be expected to complete the work sent by the Course Leader.

A copy of the final Outcome Meeting will be recorded on ProMonitor by the EA to the Vice Principal, Curriculum and Quality. If, following the investigation and outcome meeting, the suspension is lifted with agreed actions and expected outcomes, the EA to the Vice Principal Curriculum and Quality, will inform the Curriculum Manager and Faculty Director, the Course Leader or Assessor, Reception/ Security, MIS, Student Services team and the Learning Centre.

A letter summarising these arrangements will be sent to the student, the student's parents/carers and/or employers (where applicable).

Misconduct - Resulting in Police Involvement

For gross acts of misconduct that take place in College or within the community which result in arrests, bail conditions or charges being made, a student will be suspended by a member of the Executive Team, pending a risk assessment and advice from the police. The student's parents/carers and/or employers (where applicable) will be informed at this stage.

A risk assessment will be undertaken by the Head of Student Services or allocated Safeguarding Lead who will determine if the health and safety of other students, staff and visitors are at risk by the return of the student(s). The student, student's parents/carers and/or employer (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 should be suspended until the outcome of the police investigation.
- If suspension from College pending police investigation is deemed to be the most appropriate course of action, the student will be expected to continue to study at home with work provided by teaching staff.
- Whether an independent College investigation should take place alongside the police investigation.

At the time of suspension, the student will have their ID card blocked and be told not to return to the College campus/grounds unless invited to do so as part of the investigation. Students will be requested to sign in as a visitor.

The member of the Executive Team issuing the suspension will inform the EA to the Vice Principal, Curriculum and Quality, who will in turn inform the Course Leader or Assessor, the Curriculum Manager and Faculty Director of the action taken. The EA to Vice Principal, Curriculum and Quality will also inform Reception/Security, MIS, Student Services Team and the Learning Centre Manager who will suspend the student's IT access and membership of the Learning Centre temporarily. At the same time, the student will be told that their Course Leader or Assessor will send them paper based work to complete.

Whilst under suspension, the student will be treated as a College visitor and, when attending an interview, will be requested to sign in as a visitor.

Suspension from College



So, what does that mean?

- The reason for the suspension is to protect everyone , including you.
- Suspension is not an assumption of guilt nor does it mean the allegation is true.
- It allows us time to complete a thorough fact find and contact all related parties appropriately.



Expectations



- The College expects you to complete the work that is sent by the Course Leaders, Assessors while you are on suspension. You must inform any work placements that you are suspended.
- You can expect the College to provide well-being check-ins, tutor contact, approximate timescales and policy information.
- You can also expect a fair and thorough fact find. 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, Curriculum Managers, Assessors and Student Services, but please ~~do not~~ talk to other students about anything to do with the suspension.
- The College will also provide contact details for external support such as mental health charities.





What does suspension mean?

Q: Why have I been suspended?

A report has been made of gross misconduct in College or misconduct resulting in police involvement under the Student Performance Management Procedures. Being suspended is not an assumption of guilt or the allegation is true. Suspension gives us time as an organisation to look into the allegation or incident thoroughly and issue the appropriate sanctions.

Q: Why am I being suspended 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 suspended it doesn't mean you are guilty or the complaint is true. Suspension enables us to protect all parties involved in the complaint or incidents. Be reassured the investigation will be carried out fairly and thoroughly.

Q: Why am I being suspended when I reported a concern?

As a duty of care, all parties are suspended initially. If appropriate, throughout the fact find, you may be asked to return to College.

Q: How long can I expected to be suspended for?

We try to fact find a suspension within 14 working days, however this is dependent on the complexity of the suspension.

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

Don't worry. Your Course Leaders and Assessors 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 suspended, 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 suspended?

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

Q: I'm worried about being suspended

Don't worry. The Student Services 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 you 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 will be can be found in your suspension letter.

Appendix 6: Permanent Exclusion

Permanent Exclusion

Where a permanent exclusion is recommended following an investigation, the student will be interviewed (in the presence of parents/carers) with a final decision made by the Vice Principal, Curriculum and Quality.

If the recommendation of the risk assessment is permanent exclusion, the student will be interviewed by the Vice Principal, Curriculum and Quality. Students suspended by any other member of the Executive Team will be interviewed by the Vice Principal, Curriculum and Quality, who may confirm the permanent exclusion or issue a final written warning. The student, the student's parents/carers and/or employers (where applicable) will be informed of the outcome of the interview. The Principal will be immediately informed of a decision to exclude a student permanently. Students who are permanently excluded are not permitted access to the College campus/grounds as a visitor or to use the College's services.

Rights and Appeals

A decision to exclude a student 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 reasons for the appeal.

The Principal will review all the evidence submitted during the investigation. The Principal will make the final decision as to whether the student should be permanently excluded.

Discretionary Removal Permanent Exclusion Status

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.