

In order to succeed during their time at the College we expect that students will

- Attend all timetabled classes punctually
- Complete in good time any set assignments
- Attend cluster, group and progress tutorials
- Follow any agreed action plan
- Make the effort to achieve at least satisfactory progress

College induction procedures, the College Charter and learning agreements are helpful in spelling out exactly what is expected of students.

The college support and discipline systems are designed to ensure that students receive fair and reasonable treatment, applied consistently across the college. We recognise that the transition for some students from school to college is a difficult one and that it may take longer than we would like for them to settle into an 'adult' environment and to behave as the responsible and autonomous individuals we would want them to become. They may also misinterpret the nature of a more adult environment and assume that a relaxed atmosphere means a lax approach to studying. This system is intended to help students who are finding the transition difficult to get back on track and succeed in their studies. There are several stages in the process with the intention that most students will respond to the methods used with them in the earlier stages. If they fail to do so more serious measures will be used in the later stages.

It should be recognised that students often have difficulty progressing with their studies because they have various support needs. These should be identified as early as possible and appropriate help given through subject workshops, additional learning support sessions or other methods.

In order to keep track of where students are on the system and the results of interventions that have been made by different staff a centralised Unit E website has been developed, on which all relevant information will be entered by the member of staff who has interviewed the student. It is important for the effective support of students that staff responses should be as prompt as possible and clearly communicated.

### **Induction phase**

This is to help students who are new to the college to settle in as quickly as possible and to learn a positive work ethic. The Induction phase may feed into the college disciplinary procedure if students do not respond positively by the end of the induction period.

We need to set our expectations of students at a very early stage after their arrival in the college. This will be done during induction tutorial exercises and should be reinforced by subject teachers. Reminders of our expectations will be made periodically through various college activities.

After the first three weeks of term information about the progress of students will be passed on to Faculty Managers. Subject teachers will confirm that the student has so far

- Attended lessons regularly and punctually
- Completed work set and met deadlines
- Achieved acceptable standards of effort and behaviour

and that continuation with the subject for the rest of the year is recommended. The progress of any student who has not met these criteria will be discussed at a meeting of Vice Principal, Faculty Managers and Deputy Faculty Managers and appropriate actions put in place. Two weeks later

progress tutors will meet with their tutees on a one-to-one basis to review how students are settling in and to sign their Individual Learning Agreement. Any student who is not progressing effectively will be placed on the appropriate stage of the traffic light system.

The Individual Learning Agreement will:

- Agree the student's programme of study for the rest of the year
- Agree any support required
- Be signed by the student and their progress tutor
- Form a commitment to study for the student
- Be shown to parents by the student

No further subject changes will be allowed without full consultation with subject teachers, progress tutors and the student. Parents will be informed of the outcome in writing.

## **The Traffic Light System**

### **When should the traffic light system be started off?**

It should be recognised that each student is an individual with different needs and issues and therefore it is difficult to be prescriptive about when action should be taken. A common sense approach should be adopted when dealing with students to encourage them to work with us to achieve success in their studies. It is anticipated that as far as possible staff will help students to integrate into classroom activities in a positive way. If students do not respond to this, however, some guidelines are given to avoid students being allowed to 'drift' and to encourage consistency across the college.

1. **Attendance/punctuality:** every incidence of lack of attendance or lateness should be followed up by the subject teacher by talking to the student at the next available opportunity. It should be recognised, however, that there will be a number of legitimate reasons for absence and lateness and a common sense approach should be adopted as to whether further action is appropriate. If, however, the absence/lateness is not acceptable and it occurs for the **second time** the student should be put on the white stage of the traffic light system. If the subject teacher has concerns at this stage that the reasons for absence may be severe and likely to become a serious problem the student's progress tutor should be contacted and the issues discussed.
2. **Completion of work:** the first time the student does not complete a required piece of work or it is handed in very late (more than a week) the subject teacher should talk to the student at the next available opportunity. If this occurs for the **second time** the student should be put on the white stage of the traffic light system. If the student fails for a third time to complete work the subject teacher should seek the support of the student's progress tutor. It may be the case that the student has a learning difficulty which has been identified and for which specific remedial action is necessary. If not an assessment may be appropriate. If there is no acceptable reason for lack of work and the actions taken have not been successful, this should trigger the **second (yellow) stage** of the disciplinary procedure.
3. **Behaviour and attitude:** the first time the student displays disruptive behaviour in the classroom the subject teacher should talk to the student. If this occurs for the **second time** the student should be put on the white stage of the traffic light system.

## **Stage 1: White**

**Staff involved:** Subject teacher. Faculty Manager / Deputy Faculty Manager (if required)

The subject teacher should make it clear to the student that because they did not put things right when they were spoken to before they have now been put on a formal stage of the college disciplinary system. It may be appropriate for the student to be referred to the Faculty Manager or Deputy Faculty Manager, who can reinforce the need for remedial action and demonstrate support for the subject teacher.

The subject teacher and the student should discuss the issue and agree actions and timescale. The student makes a note in the appropriate page of their college diary and both sign. The subject teacher enters the actions taken, in brief, on the Individual Learner Plan (Unit E website) and sends an email to the student's progress tutor for information. (NB. If the student's diary/Unit E website are not available a white action plan should be completed)

If actions are not taken by the deadline, the subject teacher should refer the student to their progress tutor for the second stage of the traffic light system. This should be done by sending an email as soon as possible.

## **Stage 2: Yellow**

**Staff involved:** Progress tutor

In order to trigger the yellow stage the subject teacher will have sent an email to the student's progress tutor. Within five working days the progress tutor should make contact with the student, if necessary by phoning home, and make an arrangement to meet. The progress tutor then requests feedback from the student's other subjects by email. Subject tutors should return their comments by email and as promptly as possible.

At the meeting a new action plan is agreed with a deadline (usually within one week for completion of work, two weeks for monitoring attendance and/or behaviour). The progress tutor then emails the subject teacher to inform them of the agreed actions and the Faculty Manager to alert them that the student is on the yellow stage. The progress of all students on the yellow stage should be discussed at the regular meetings which take place between progress tutors and senior tutors.

The following week (or as agreed) the progress tutor will meet with the student again. If the actions have been taken by the student the yellow stage is suspended. If not, a new action plan should be agreed. If this second action plan is not followed successfully, the student should be referred to the Faculty Manager for progression to the orange stage. The progress tutor should make sure that the details of actions taken are entered on the Individual Learner Plan (Unit E website) tracking system.

## **Stage 3: Orange**

**Staff involved:** Faculty Manager

In order to trigger the orange stage the progress tutor will have discussed the progress and circumstances of the student in full with their Faculty Manager. If possible the Faculty Manager should make contact with the student within five working days and make an arrangement to meet. At the meeting a new action plan is agreed with a deadline (usually within one or two weeks, as appropriate).

The Faculty Manager then:

- Emails the progress tutor to inform them of the agreed actions and copies in appropriate other staff.
- Requests further feedback from the student's subject teachers by email.

- Sends a standard letter to the student's parents/guardian for information enclosing a copy of the traffic light system flow chart.

The following week the Faculty Manager will meet with the student again. If the actions have been taken by the student the orange stage is not continued, for the time being. However, if the same problems re-occur in the future the orange stage will be re-instated. If the actions have not been taken by the student, a new action plan should be agreed. If this second action plan is not followed successfully, the student may be progressed to the red stage. It may be appropriate at this stage to hold a meeting with parents and the student to discuss the situation in greater detail.

In order to trigger the red stage the Faculty Manager contacts the Vice Principal. The Faculty Manager should make sure that the details of actions taken are entered on the Individual Learner Plan (Unit E website) tracking system.

#### **Stage 4: Red**

**Staff involved:** Vice Principal

In order to trigger the red stage Faculty Manager the will have contacted the Vice Principal, who will arrange to meet with the Faculty Manager to discuss the situation fully. Within five working days the student should be sent a letter requesting a formal meeting to discuss the situation further. A copy will be sent to the student's parents/guardian with a letter requesting their attendance at the meeting.

The meeting will take the form of a formal hearing, at which all the evidence from the previous three stages of the traffic light system will be presented. A decision will be made, as a result of the evidence, as to whether the student should be allowed to continue at college or be asked to leave.

If the decision is to exclude the student from the college, the student will be advised of his or her rights of appeal to the Principal.

If the decision is to allow the student to remain at college under a written contract, the student will be informed that, should the contract be breached, exclusion from the college will be immediate following a meeting with the Vice Principal, who will outline the specific ways the contract has been breached.

The decisions taken will be confirmed by letter to the student and parents and entered on the Individual Learner Plan (Unit E website) for the information of college staff.

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