



# Student Performance Management Policy and Procedure

This policy sets out a framework for dealing with student performance management procedures.

This policy applies to all students of Plumpton College, including 14-16, full-time further education, part-time, Higher Education and apprentice students for all their timetabled lessons.

SMT Assigned Owner	Phaedra Tanghe
Document Author	Phaedra Tanghe
Approved by	SMT
Date of Approval	September 2022
Date of minor amendments approved by SMT	December 2022
Frequency of review	Annual
Date of next review	June 2023

The SMT is delegated to approve minor changes to the policy in response to legal changes and best practice.

# 1. Introduction

- 1.1. Our aim at Plumpton College is to prepare our students for the industry and the sector they will be embarking on.
- 1.2. As a college which prides itself in being a professional workplace this policy and procedure sets out the ways in which the College provides extra guidance and support which will enable all students to acquire the professional's skills required for the workplace.
- 1.3. The behaviour of the vast majority of the College's students is exemplary - they are responsible, considerate and respectful of others and their environment.
- 1.4. As a college we acknowledge that students require a student-centred approach when evaluating their behaviour management and subsequent interventions which could include taking part in some form of behaviour modification actions.
- 1.5. For the minority of students who do not yet behave in the way we expect them to, the College applies its Student Performance Management Policy that is primarily designed to support individuals to develop the skills they need to be successful in life and the workplace. Where necessary, the policy enables the College to take the actions needed to safeguard other students, employees and stakeholders. We recognise that sometimes negative behaviour is an indicator of a safeguarding concern, and we will always ensure that this is considered, and appropriate responses are made.
- 1.6. All members of the College staff act as role models to students and support positive student behaviour by setting high standards and expectations. Staff recognise and reward positive behaviours with praise, supporting the development of students' self-esteem, pride and self-discipline.
- 1.7. We also expect all college staff to challenge negative behaviours, in order to maintain a positive and pleasant college environment which replicates the professional workplace. All staff members are responsible for raising and logging any cause for concerns on ProMonitor (under learner comments, as a 'behaviour or action' comment). Refer to Annexe A for a list of concerns.
- 1.8. The College will promote positive behaviour and students' readiness to be active members of the college community and citizens of the wider society
- 1.9. The college will establish a Student Performance Management group consisting of relevant members of the college's management team to monitor the implementation of these procedures and to collate and report trends the college's SMT and Corporation.
- 1.10. The role of parents, guardians and carers is acknowledged throughout this policy and the college will ensure that timely and appropriate consultation (where a student's age or legislation permits) is made to better understand the triggers for some behaviours and to confirm their role in reinforcing concerns and supporting students with targets set. The type of consultation depends on

the nature of concerns raised and whilst this would ordinarily be sought by attending a meeting (either onsite or virtual) in some cases it may be obtained by email or phone.

## 2. Our Professional Workplace – Guiding Principles

- 2.1. The College will be explicit about its expectations regarding behaviour and it will apply the policy fairly and consistently considering the individual's circumstances.
- 2.2. The College will endeavour to support students to develop the skills and attitude they need to manage their behaviour independently and effectively.
- 2.3. The College will work with parents, carers, employers and other relevant agencies to maximise the support the student needs to develop self-supporting skills.
- 2.4. The College aims to safeguard the rights of individuals to fair and equitable treatment and to ensure that members of the College community can work and study within a safe and secure environment.

 **AMBITIOUS**

 **ENTERPRISING**

 **PROFESSIONAL**

 **SUPPORTIVE**

 **PROGRESSIVE**

 **PASSIONAT**

**Respect**

**Independence**

**Dedication**

**Our Professional Workplace  
at**

**PLUMPTON  
COLLEGE**

**....preparing you for your  
future career**

- **Respect yourself and others**
- **Respect our college and the environment**
- **Be considerate with your language, volume and conduct**
- **Respect diversity**

- **Be motivated – attend, be on time and be ready to learn**
- **Be curious - open your mind and embrace new experiences**
- **Be proactive – always ask for help**

- **Be positive**
- **Be the best you can be**
- **Belong to our college community**
- **Be proud**

2.5. Plumpton College expects students to:

- Be respectful of themselves, of others as well as the College community and environment.
- Have a level of emotional and academic maturity which includes being independent, being considerate to others, take responsibility for their

learning including attendance, punctuality, readiness to learn and be clear of their career aspirations.

- Be inclusive and display a willingness to meet others without judgement, have an open mind and embrace new challenges
- Be fully committed to working hard and display exemplary behaviour in and out of the classroom.

### 3. Procedures to Follow

- 3.1.If a student fails to meet the expectations set in in the afore mentioned principles, the College will enforce the process outlined in Section A.
- 3.2.Students are expected to, and have a right to, attend Stages 1-3 of the Performance Management Meetings listed under Section A. They are not required to attend the Exclusion Panel Review Meetings.
- 3.3.For students aged under 18 years old or with an ECHP:
  - 3.3.1. Parent/guardian consultation will be undertaken prior to any of these steps being taken.
  - 3.3.2. Where appropriate, parent/guardians will be invited to a meeting or requested to provide external information advance of the formal review meeting.
  - 3.3.3. Parent/guardians will be informed of the outcomes of any informal meeting
- 3.4.If a student has an EHCP the Inclusive Learning and Support Team will be consulted before and if necessary, will accompany the student or prepare them for the meeting.
- 3.5. If they fail to attend, the meeting can proceed in their absence and the appropriate level of sanction set out. Refer to point 8.4 for details on how this is communicated.

### Section A

#### 4. Stage 1: Causes for concern meeting

- 4.1.Delivered by the Personal Tutor/teacher in response to three or more causes for concern within a month (or on a rolling basis).
- 4.2. Interventions such as managing low level behaviour and basic reprimands form part of the daily contact between staff and students and could be made by any college staff at all levels and will be recorded on Pro Monitor as "Cause for Concern" in the learner comments. The Programme Manager is responsible for reviewing such comments. ProMonitor will prompt this review where, in any 30-day period, three or more Cause (s) for Concern against a student have been recorded by any college staff member. The Programme Manager will then liaise

with the Personal Tutor (s) to agree to address the concerns directly with the student.

- 4.3. As a priority, the Personal Tutor, either during their planned 1:1 academic tutorial slot, or during a Cause for Concern 1:1 meeting (whichever enables the meeting to be undertaken soonest) will address the issues with the student, set specific targets to enable to support the student to modify their behaviour and arrange for communication to be sent home. The outcome of this meeting will be recorded on ProMonitor as a "Learner Meeting".

## 5. Stage 2: First Formal Review

If a student fails to improve as a result of the target(s) set in the stage 1, they will proceed to a First Formal Review.

- 5.1. Arranged and delivered by the relevant Curriculum Manager (in the case of unavailability, a member of the College Management Team).
- 5.2. Parental consultation is sought as part of this review and it is triggered by the Programme Manager's review that unsatisfactory progress has been made in response to interventions made by the Personal Tutor aimed at addressing Causes of Concern. It would ordinarily result in a First Formal Warning to reinforce the intervention(s) described in the Stage 1 (see above) with targets for improvement. This will be confirmed by email and recorded on Pro Monitor as a Learner Meeting.
- 5.3. If the reasons for issuing a student with a First Formal Warning are linked to poor behaviour in the classroom, which affects progress in their learning or disrupts the learning of others, they will be put **"on report"**.

The reasons a student can be put on report are list below.

Prior to Lessons	In Lesson	After Lesson
<ul style="list-style-type: none"><li>• Not ready to learn</li><li>• No pen / device / equipment</li><li>• No PPE</li></ul>	<ul style="list-style-type: none"><li>• Punctuality – late</li><li>• Inappropriate behaviour in the classroom</li><li>• Failure to follow instructions</li><li>• Inappropriate language</li><li>• Inappropriate use of phone</li><li>• Inappropriate behaviour in the workplace (eating, drinking – except water)</li></ul>	<ul style="list-style-type: none"><li>• Failure to completing homework</li><li>• Failure to complete assignments within deadlines</li><li>• Not keeping up to date (via MS Teams) with course updates</li><li>• Not using College information systems to keep update on course and College comms</li></ul>

	<ul style="list-style-type: none"> <li>• Distracting others, including excessive talking</li> <li>• Not staying on task</li> </ul>	
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5.4. The procedure is designed to support all students in improving their performance and/or behaviour and to enable them to complete their course successfully.

5.5. The College acknowledges that students with disabilities or learning difficulties may display behaviours which might otherwise result in intervention. The College recognises that it is more appropriate to deal with these matters in several stages of interventions outside these procedures and will work with these students on a case-by-case basis. This may result in reasonable adjustments to the student's performance review but will not automatically remove the need for disciplinary action.

5.6. Once a student has been identified as being put "on report", a physical report card will be issued to the student who will be required to report to their Personal Tutor no less than twice a week to discuss:

5.6.1. How well they are meeting their targets – information should be provided by staff members to student encounters in some capacity;

5.6.2. The attendance at a relevant workshop (if appropriate).

5.6.3. The Personal Tutor is responsible for ensuring that the targets are met and the students check in with them throughout the two weeks they are placed on report.

5.7. It is expected that students will only be on report only once in the academic year and will stay on report for a maximum of three weeks.

5.8. In addition to being put on report, and in order to support the student to modify their behaviour, one of their targets set as a result of their formal review may be to attend a behaviour modification workshop.

5.9. The behaviour modification workshops will, in the main, focus on three areas:

- Behaviour
- Study skills
- Resilience

5.10. They will be delivered by a range of different teams, including but not limited to: ILD, Student Wellbeing & Safeguarding, personal development or SMT.

5.11. Both the "on report" and attendance at a behaviour modification will be logged on ProMonitor in Learner Meeting and a letter sent home (via Student Records).

## **6. Stage 3: Final Formal Review**

- 6.1.** If a student fails to demonstrate satisfactory progress as a result of being on report, then further escalation would be made to a Final Formal Review. It is also expected that the Programme Manager, in their weekly meeting with their Curriculum Manager, will continue to raise the students triggering Causes of Concern or those at risk of not making the expected improvements.
- 6.2.** Undertaken by a member of the Senior Management Team and includes parental consultations, the purpose of the review is to determine whether the student should remain on their course and/or whether key privileges should be withdrawn (for example; residency and access to college transport). The review may result in a Final Formal Warning with targets for improvement; however, if the review determines that all appropriate avenues of support, monitoring and performance management have been explored and adopted then the student will be suspended and a recommendation for permanent exclusion from the College will be made.
- 6.3.** Students might be requested to submit a statement or any mitigating circumstances they wish the College to consider as part of this Formal Review.

## **7. Stage 4: Exclusion Panel Review**

- 7.1.** This review follows on from a final formal review and is convened to ensure that exclusion decisions made about students are not undertaken by a single member of the SMT. The panel will comprise at least two members of the SMT, the relevant Curriculum Manager and/or Programme Manager and a representative from Student Services, Student Wellbeing & Safeguarding or the ILD team (where appropriate and relevant). If the panel support the recommendation for permanent exclusion made at the final formal review, then the student will be permanently excluded from the College.
- 7.2.** Appeal against exclusion - to be undertaken by the principal and a member of the Governing body. Refer to Section 12.
- 7.3.** Wider remedial actions – in any of the stages 1 – 4 above, the College may impose sanctions by way of remedial action required by the student to address the concerns which triggered the disciplinary intervention. For example, a student may be required to issue an apology, undertake physical work to clean up any mess caused or make payment for any damage/loss caused.
- 7.4.** The Student Wellbeing & Safeguarding team will be consulted to ensure sharing of additional safeguarding concerns relating to the behaviour is considered.

The Student Performance Management Group will meet fortnightly to track and monitor the implementation of these stages. This will help to ensure consistency across college and review the impact and timeliness of supportive measures put in place as well as ensuring that all matters relating to student performance and behaviour are addressed in a timely manner at every stage.

The Student Performance Management Group will also identify trends across college and work with relevant teams to provide additional support and training.

## Section B

8. **Disciplinary sanctions** listed in Section A above can only be given by staff at the level stated or above.

8.1. Usually, no student will be expelled for a first breach of discipline, except in cases of serious misconduct (see Annex A). However, students may enter the performance management process at any point depending on the nature of the misconduct.

8.2. A formal review (stage 2 and stage 3) can be held in a number of ways but where possible it will be done in person. The member of staff leading the review meeting will have due regard to the following:

8.3. That the student has had the opportunity to access a representative to accompany them in the meeting (this would ordinarily be the Tutor. If a student has an EHCP the Inclusive Learning and Support Team will be consulted before and if necessary, will accompany the student or prepare them for the meeting.

- a) That any support needs for the student have been considered and met in planning the meeting.
- b) That the reasons for the review are re-clarified at the beginning of the meeting to ensure a common understanding.
- c) That the student has an opportunity to respond to any allegations made or concerns raised. If necessary, a review meeting can temporarily be adjourned to allow time to do so.
- d) That the student's representative and/or parents have the opportunity to present any mitigating information, and the Student Wellbeing & Safeguarding team have been consulted on safeguarding concerns relating to the intervention.
- e) That the member of staff leading the review provides a clear outcome of the review meeting to the student. In some cases, this outcome may be confirmed after the meeting has closed in cases where further information is sought by the member of staff leading the review meeting.
- f) That the outcome of the meeting is clearly recorded in ProMonitor

8.4. Students will be informed of the outcome for each sanction/action listed above (this may be in person/virtually/by telephone). This will be confirmed in writing by email. For students aged under 18 years old/with an EHCP the same email will also be sent to the parent and schools (where student is under 16). The only



exception to this would be where safeguarding concerns for any student would be escalated by such contact.

8.5. At all stages of the Student Performance Management procedure, the following will be considered before deciding upon an appropriate sanction:

- Any mitigating factors, e.g., behaviour difficulties, health, domestic, bereavement, EHCP, SEND;
- Current disciplinary record of the student (stage in the process);
- Nature of the offence;
- Available evidence.

8.6. If a member of the SMT, Curriculum Manager or Duty Manager decides that it is necessary for a 14-16-year-old school student to leave the premises, the school or the student's parent/guardian will be contacted and asked to collect the pupil.

8.7. In all cases the College will liaise fully with the school. Responsibility for any ensuing disciplinary action will remain with the school but the College reserves the right to suspend and/or exclude 14-16 students from the College. Electively Home Educated Students will follow the same process as all other FE students.

8.8. Notice of any disciplinary sanction will be placed on the student's file and recorded on ProMonitor where it will remain until the end of the student's programme of study. Records of any disciplinary action will remain within a student's file and be retained by the College for six years following the end of the course.

## 9. Responsibilities of Staff

9.1. All staff are responsible for ensuring that the College's rules and standards of conduct are conveyed and fully explained to their students.

9.2. Any member of staff should report any breach of discipline using ProMonitor. If the breach of discipline is considered to be very serious (see Annex A), then a member of the SMT should be informed immediately.

9.3. While the College's Performance Management Procedure is wholly separate from civil or criminal legal proceedings, the College will assist the Police in bringing criminal prosecutions when the gravity of the offence is deemed by a member of the SMT to warrant such assistance. The College will minimise any investigative work concerning the offence to avoid compromising Police efforts. A member of the SMT may decide to suspend a student as a neutral act whilst Police investigations are ongoing.

9.4. Staff must exercise judgement when considering the point at which a student escalates within this process. The formal sanctions can vary depending on the actual nature of the breach and on repetition of the breach. As such it is not possible to give hard and fast rules as to the sanction that will be given for each of the example breaches.

## 10. Suspension

- 10.1. A suspension means that the student may not attend College or participate further within the course for a period of time. The learner may be provided with work to undertake at home during the suspension period in order to continue progress on their course and will need to liaise with their Tutor who will be their first point of contact.
- 10.2. A suspension may be a disciplinary measure as part of the formal procedures or a neutral act whilst further investigations are taking place. The Curriculum Manager will be responsible for liaison with the suspended student and parent/guardian.
- 10.3. A student may be suspended from residency and continue to attend college and participate within the course where the circumstances of the suspension are purely related to the Terms and Conditions of Residency.
- 10.4. Either a member of the SMT, a Curriculum Manager, the Student Experience Manager or the Safeguarding and Wellbeing Manager have the power to suspend a student for a serious breach of discipline for a period not exceeding ten working days and shall inform the Curriculum Manager of any suspension. Such delegation will be clearly referenced when issuing the suspension.
- 10.5. It is important through all stages of the disciplinary process that students' parents/legal guardian (where the student is under 18, or over 18 for those with an EHCP) are kept informed.
- 10.6. The reason for suspension will be given by email to the student and parent within one working day. This will be issued by the member of staff dealing with the suspension and it will include the reason for the suspension, the type of suspension (fixed term or indefinite), proposed day of readmission (if appropriate) and, where appropriate, arrangements for students to continue with their studies and to take examinations.
- 10.7. The staff member delivering the suspension will contact the PA/administrator to the relevant Vice Principal/Deputy Principal who in turn will notify Student Records (for the attendance mark on the register), email the student and parents/guardians and update ProMonitor. The PA/administrator will then arrange (with the relevant manager) the Formal Review. The PA/administrator will then ensure all that relevant meetings are booked, and letters added to ProMonitor/shared with parent/guardians where appropriate.

## 11. Exclusion

- 11.1. See stage 4 above.
- 11.2. Any student excluded from the College under this policy will not be permitted to re-enrol at any time on a course run by the College without the express permission of the Principal.
- 11.3. Where possible the confirmation of exclusion will provide guidance on potential next steps within alternative education and development routes available to the student.

11.4. The Clerk to the Corporation will provide an annual report to the Academic Committee of any exclusions that have taken place.

11.5. Any exclusion against which an appeal is made shall continue to operate pending the determination of the appeal.

## 12. Appeals

12.1. A student (or their parent/guardian if under 18 or with an EHCP) is able to appeal any of the sanctions resulting from stage 4, including exclusion, and should inform the Principal by email within ten working days of notification of exclusion, to [complaints@plumpton.ac.uk](mailto:complaints@plumpton.ac.uk)

12.2. The appeal is not designed to be a re-hearing of the formal review and the appeal letter should state on which of the following grounds the appeal is being lodged:

- a) That the proper formal review procedures were not observed with an explanation of areas where non-observance occurred and that as a result of this non-observance:
  - i. An unfair judgement was reached on the student
  - ii. The student suffered a loss of opportunity to transfer to an alternative education provider in a timely fashion
- b) That evidence has become available which was not presented to the hearing, and which may have a bearing on the case. Exact details of the evidence must be given.
- c) That the formal review penalty is considered to be unfair or inappropriate. The PA to the Principal will advise the SMT involved in the Exclusion Panel Review that an appeal has been received and ask them to provide a written summary of the case and reasons for decisions at least three working days before the hearing, together with copies of any evidence to be used at the appeal hearing. The SMT will also be asked if they will be calling witnesses to give evidence at the hearing.

12.3. The PA to the Principal will ask the student to prepare a written statement of their case and provide this within at least three working days of the hearing. The statement should include the student's reasons for the appeal and indicate what remedy the student is seeking. The student will also be asked to confirm if they will be calling witnesses to give evidence at the hearing.

12.4. The student (or student's representative) and appeal panel will be provided with an appeal pack at least three days in advance of the hearing which may include the hearing procedure to be followed, copies of any formal review evidence such as incident reports and witness statements and the management case.

12.5. The appeal hearing will be arranged as soon as reasonably practicable. When arranging the date of the meeting a check will be made of whether the student has any family, religious or other cultural events which might influence the date of the meeting.

- 12.6. The appeal panel will comprise:
- The Principal – to act as Panel Chair
  - A member of the Governing body – (Panel Member)
  - Senior Management Team – (depending on who made the decision to exclude the student)
  - Student and their parent/guardian or someone to provide personal support
  - Witness(es) may be called by the student and/or College as appropriate
  - A minute taker
- 12.7. At the appeal hearing, the student will be entitled to be accompanied and represented by a friend, student representative or relative (but not legal or another professional adviser).
- 12.8. Notes of the appeal hearing will be taken and will remain on the student's file for the duration of the retention of the file – six years. The notes of the hearing will be made available to the student on request. The Procedure for the Appeal Hearing is provided at Annex B.
- 12.9. Where an appeal is upheld then a programme to support the student return to College will be developed. Where an appeal is not upheld, the College will, wherever possible, provide advice and guidance to the student on future training and career paths.
- 12.10. When a student has exhausted the College's appeal procedures, the student has the right to make a complaint to the Education and Skills Funding Agency or Ofsted and would be provided with information on this should the appeal be rejected.

### 13. Failure to Attend the Appeal Hearing

If a student fails to attend a hearing (including an appeal hearing), those conducting the hearing will contact the student to ascertain the reason for his/her absence and will decide whether to proceed in his/her absence or re-arrange the hearing to another time. If the student is absent for a valid reason which could not reasonably have been foreseen, the hearing should normally be rearranged once. If the student cannot be contacted or if no valid reason can be produced, the hearing/appeal hearing may proceed in their absence and a decision reached. The decision will be made from the evidence available at that time. The student will be informed of the decision in writing within five working days of the hearing.

## Annex A

Informal & Formal Procedures in the context of student behaviour. The tables below list the types of behaviour that are dealt with under both informal and formal procedures. On occasions the offence committed is sufficiently serious to by-pass the informal procedure and revert immediately to any stage of the formal procedure. This table is intended to act as a guide and the lists within are not exhaustive.

Causes for concern- all staff members are responsible to intervene and record these on ProMonitor
<ul style="list-style-type: none"><li>• Abusive, threatening or offensive language (verbal, written, including online)</li><li>• Undue noise disturbance</li><li>• Failure to follow staff instructions</li><li>• Smoking in non- designated area</li><li>• Dropping litter</li><li>• Disruptive or disrespectful behaviour</li><li>• Disrespect to College property</li><li>• General misbehaviour</li><li>• Failure to produce student identification, confirm who they are or confirm which course they are studying</li><li>• Parking infringements</li><li>• Poor attendance</li><li>• Poor punctuality</li><li>• Disruption to learning</li><li>• Consistently missing work submission deadline</li><li>• Poor behaviour on College transport</li></ul>
Led by the Personal Tutor – such actions form part of the daily contact between staff and students and could be made by staff at all levels and recorded on Pro Monitor. The Programme Manager is responsible for reviewing such comments and should there be more than 3 concerns, the Personal Tutor will, in their 1:1 tutorial address these with the students and set relevant targets
Reprimands recorded via ProMonitor

### First Formal Review

- Repeated informal interventions by staff – ‘3 strike’ rule for conduct issues
- Failure to meet the targets set on the report
- Attendance drops below 85%
- More than 3 assignment submissions outstanding
- Dangerous driving onsite
- Anti-social behaviour
- Low level criminal activity such as theft and vandalism (including misuse of computer equipment or software)
- Violent, indecent, disorderly, threatening and offensive behaviour or causing harm to others
- Emotional harm to another person which includes harassing, victimising, or discriminating against any person on grounds of age, disability, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, gender identity, gender reassignment, pregnancy, maternity, marriage or civil partnership, socio economic background
- Poor behaviour on College transport
- Actions which cause others to be at risk
- Actions that affect the College reputation on trips, visits or Work Experience
- The use of rude, insulting, abusive or offensive language towards staff, students or external stakeholders
- Failure to follow residential access rules
- Non-payment of library fines
- Smoking or vaping in non-designated areas
- Failure to meet targets set at the informal review

*Led by the Curriculum Manager (in the case of unavailability) a member of the College Management Team*

*First formal warning – conveyed in writing (refer to point 8.4) and updated on ProMonitor following parent/student meeting. Clear targets for improvement.*

<b>Final Formal Review</b>
<ul style="list-style-type: none"><li>• Failure to improve following first formal warning or escalation of any above listed concern</li><li>• Sexual misconduct (this includes sexual harassment, sexual assault, sexual abuse and any conduct of a sexual nature that is without consent (including conduct online/via social media or use of technology)</li><li>• Supply of alcohol to students aged under 18 years</li><li>• Sale of alcohol, tobacco or drugs on site</li><li>• Continued or severe emotional harm to another person</li><li>• Theft, fraud, deliberate falsification of records</li><li>• Incapacity caused by being under the influence of alcohol or drugs</li><li>• Actions that affect the College reputation on trips, visits or Work Experience</li><li>• Actions that compromise the health and safety of selves' and others</li><li>• Refusal to identify self</li><li>• Child on child abuse</li><li>• Substance abuse</li><li>• Possession of, or dealing in any illegal drugs or 'legal highs' (including drug related paraphernalia)</li><li>• Aggressive, threatening behaviour or physical violence</li><li>• Any other criminal activity</li><li>• Plagiarism or exam irregularities</li></ul>
<i>Led by - SMT and includes parental consultation</i>
<i>Final Formal Warning - conveyed in writing (refer to point 8.4) and updated on ProMonitor following parent/student meeting. Clear targets for improvement or Exclusion from course. Removal of access to residency.</i>

## Annex B

### Student Performance Management Flowchart

#### Stage 1 - Causes for concern

Up to 3 in any 30 days

Such actions form part of the daily contact between staff and students and could be made by staff at all levels and recorded on ProMonitor.

The Personal Tutor is responsible for reviewing such comments.

Sanctions recorded on ProMonitor.



#### Stage 2 - First Formal Review

Led by the Curriculum Manager (in the case of unavailability) a member of the College Management Team

First Formal Warning – conveyed in writing and updated on ProMonitor following parent/student meeting.  
Clear targets set for improvement

If the reasons for issuing a student with a First Formal Warning are linked to poor behaviour in the classroom, which affects progress in their learning or disrupts the learning of others, they will be put **“on report”**.

Students will be informed of the outcome for each sanction/action (this may be in person/virtually/by telephone). This will be confirmed in writing by email. For students aged under 18 years old/with an ECHP the same email will also be sent to the parent and schools (where student is under 16). The only exception to this would be where safeguarding concerns for any student would be escalated by such contact.



#### Stage 3 - Final Formal Review

Led by a member of the Senior Management Team and includes parental consultation

Students will be informed of the outcome for each sanction/action (this may be in person/virtually/by telephone). This will be confirmed in writing by email. For students aged under 18 years old/with an ECHP the same email will also be sent to the parent and schools (where student is under 16). The only exception to this would be where safeguarding concerns for any student would be escalated by such contact.

PA to SMT member to update ProMonitor following the meeting.

Clear targets for improvement set, or exclusion from course/removal of access to College residential and transport facilities



## Annex C

### Procedure for Appeals against Exclusion

- a) The Chair will call in the Student, the Student's representative and the decision maker\* and outline the procedure to be followed (as set out below) and advise that notes of the meeting will be taken.
- b) The student to present their case including any mitigating circumstances (within para 12.2 (a), (b) or (c)) to be considered and the remedy sought.
- c) The student to call witnesses (if any).
- d) The decision maker to be given the opportunity to ask questions of the witnesses and student through the Chair.
- e) The Chair to ask questions of the witnesses and student.
- f) Student's witnesses to withdraw.
- g) The decision maker to state the College's case.
- h) The decision maker to call witnesses (if any).
- i) The student to be given the opportunity to ask questions of the witnesses and decision maker.
- j) The Chair to ask questions of the witnesses and decision maker.
- k) Decision maker's witnesses to withdraw.
- l) The Chair to ask any additional questions of the student and decision maker.
- m) The student to be given an opportunity to sum up their case.
- n) The decision maker to be given an opportunity to sum up the College's case.
- o) The Panel to review the case in private (with an administrator present) and make decision.
- p) Student and decision maker to be recalled and informed of the decision.

*\* decision maker refers to the member of staff that excluded the student (i.e. the Deputy Principal or Vice Principal)*