

Support and Disciplinary Processes

This is a guide to our support and disciplinary policies and procedures and therefore what is listed is **indicative rather than exhaustive**. Students may be placed on high level stages directly if appropriate.

Academic

Academic concern (e.g. incomplete work)

Informal conversation where staff explains concern and academic expectations are made clear.



Stage 1 - Less progress than expected and / or than other students (e.g. Performing two grades or more below their MEG. Incomplete work and /or missing assessment.)

Teacher to create academic support contract on Dashboard with clear, specific targets and review date.

Subject intervention/ support.



Stage 2 - Discernibly behind. Risk of underachievement (e.g. Lack of effort / failure to complete all work. Failing key assessment in one subject. Not meeting Stage 1 targets.)

HOD to create academic support contract on Dashboard with clear, specific targets and review date. Contact with home to be made.

Four compulsory periods of directed study. Continued subject intervention/ support (which may include booster sessions etc). Discretionary HOD report/ referral to SPM.



Stage 3 - Underachievement likely. Progression jeopardised (e.g. Failed to meet Stage 2 targets. Poor ATL/CW in two or more subject in reports. Failing key assessment in two or more subjects. There is limited discernible benefit to the student staying.)

HOY to create support contract with teacher input – Meeting held with student and family.

Eight periods of compulsory directed study. SPM referral or referral Barnet Mentoring Service. Continued subject intervention/ support. Discretionary HOY report.

Stage 3 review with HOY, HSPT, student and family, with additional interventions available at this stage, including possible amendment to programme of study if appropriate.

If not making progress, formal Stage 3 review and extension with HSPT:

Meeting and formal email/letter sent home outlining consequence of failing to meet Stage 3 targets - temporary suspension, change to programme of study or withdrawal

If still failing to meet target, temporary suspension followed by meeting with Principal:

Permanent exclusion possible at this stage if failure to meet target due to lack of effort and/or engagement with support. Change to programme of study possible if good attendance and engagement but struggling.

Attendance and/or Punctuality

Attendance and/ or punctuality concern (e.g. more than one absence or late in a week)

Informal conversation. Expectation of minimum of 95% explained.



Stage 1 – attendance fallen below 95% in a two week period / 2 or more L marks / overall attendance below 95%

Teacher to refer student to attendance team to create contract on Dashboard with targets of 95% attendance and punctuality, with no unauthorised absences and daily 8:45 sign-ins at the attendance office.



Stage 2 - Continued poor attendance and/or punctuality - insufficient improvement from Stage 1

HOY to create attendance contract on Dashboard with targets of 95% attendance and punctuality, with no unauthorised absences and daily 8:45 sign-ins at the attendance office.

Attendance issue – two periods of compulsory directed study
Punctuality issue – one period of directed study



Stage 3 - Continued poor attendance and/or punctuality - insufficient improvement from Stage 2

HOY to meet family and student to create attendance contract on Dashboard with targets of 95% attendance and punctuality, with no unauthorised absences and daily 8:45 sign-ins at the attendance office.

Attendance issue – four periods of compulsory directed study
Punctuality issue – two period of directed study

Stage 3 review with HOY, HSPT, student and family, with additional interventions available at this stage

If not making progress, formal Stage 3 review and extension with HSPT:

Meeting and formal email/letter sent home outlining consequence of failing to meet Stage 3 targets - temporary suspension, change to programme of study or withdrawal

If still failing to meet target, temporary suspension followed by meeting with Principal:

Permanent exclusion possible at this stage if failure to meet targets and/or engagement with support.

Behaviour

Behaviour concern (e.g. 'low level' and first infringement of College expectations)

Students reminded of expectations and follow code of conduct.



Stage 1 - Minor incidents / repeated low-level disruptions (e.g. failing to follow reasonable instructions, using phone in class, not wearing ID badge, disruptive behaviour.)

Any member of staff to log incident on Dashboard and contact home.

Tutor to follow up incident with student and student to ensure no further behavioural incidents.



Stage 2 – Repeated Stage 1 behaviour / significant behavioural incident (e.g. Smoking/vaping on college site, tailgating at the barriers/allowing another student in using your ID, rudeness to staff, cheating/plagiarism in class assessments and coursework, littering.)

HOY to log on Dashboard and contact home /arrange a Stage 2 disciplinary meeting with consequence set (e.g. restorative justice, behaviour report, community service in college, detention, referral to workshop/external services)



Stage 3 - Repeated Stage 1 and 2 behaviours / serious breach of the code of conduct (e.g. Threat of or inciting violence towards another person, fighting or physical abuse, bullying/ harassment/ victimisation/ discrimination, cheating in external exams, breaching health and safety/site security, possession or use of alcohol or illicit substances whilst undertaking college activities on or off the premises, carrying a dangerous or offensive weapon, taking part in criminal or anti-social behaviour whilst on or off premises, bringing the college into disrepute.)

SLT led with support from HOY and/or HSPT – investigation carried out as appropriate with possible temporary suspension.

Stage 3 disciplinary meeting held with student, family and appropriate staff members, including Principal. Outcomes at this stage could include consequences as above,

If still failing to meet target, temporary suspension followed by meeting with Principal:

Exclusion possible at this stage if failure to meet target due to lack of effort and/or engagement with support. Change to programme of study possible if good attendance and engagement but struggling.

Stage 1

Stage 2

Stage 3