

# Student Contract 2025-26



## SUMMARY OF EXPECTATIONS

Collyer's provides a fully rounded sixth form experience, designed to equip students with the qualifications, personal qualities and skills they will need to embrace future challenges and achieve their potential. In keeping with our [Mission, Vision and Values](#), we encourage learners to become independent, resilient and self-disciplined, taking responsibility for themselves, recognising the impact of their actions on the wellbeing of others and their environment. We celebrate diversity, believing that all members of the college community have the right to work and study in an environment of mutual respect and safety, where they can thrive. We are committed to maintaining a campus free from any form of bullying or harassment and expect all members of our community to promote a calm, inclusive and collaborative learning environment through high standards of behaviour.

When a student enrolls at Collyer's, a Learning Agreement is created. In accepting the terms of the Learning Agreement, a student agrees to meet the expectations of the Student Contract and to abide by the [Student Code of Conduct](#). The information below provides a summary of expectations and is designed to provide a simple reference point for all sixth form students, parents and carers, whilst the hyper-linked documents provide more detailed information.

### A. Programme of Study Expectations

1. Places on sixth-form programmes of study are full-time, based on a minimum of 580 Guided Learning Hours (GLH) per academic year, consistent with DfE guidance and our [Curriculum Policy](#). Programmes of study include the following compulsory elements:
  - a. Timetabled Lessons
  - b. Independent Study (Homework, Coursework, Revision, Pro-Study)
  - c. Personal Development Activities (Tutorial, 1-1s, Enrichment, Work Experience, Progression Events etc.).
2. Sixth form learning requires students to spend as much time studying independently, as the time allocated for lessons each week. Students must complete a minimum of 4.5hrs of Independent Study per week, per single qualification (9hrs for a Double BTEC and 13.5hrs for a Triple BTEC or T-Level).
3. All students are expected to maintain a full-time programme of study. Dropping a course to reduce a student's programme is not permitted and will only be agreed as a reasonable adjustment in response to significant health/wellbeing needs, or where the college deems course continuation unsustainable.
4. Students must meet the entry requirements or progression criteria set out in our [Admissions Policy](#), to progress from one year to the next within the sixth form at Collyer's. For example, A Level students must pass a Transfer Exam in the summer of their 1<sup>st</sup> year to progress to the 2<sup>nd</sup> year.

### B. Attendance Expectations

5. We expect students to aim for 100% attendance and to fully engage with all elements of their programme. All absence, even when justified by illness, will have an impact on a student's studies as they are missing guided learning. If attendance drops as low as 90% (for whatever reason), this would be a cause for concern and students should respond positively to any intervention put in place by teachers, tutors and other pastoral staff, as our approach is simply designed to support students in getting back on track following absence.
6. Absence must be reported by parents/carers via [absence@collyers.ac.uk](mailto:absence@collyers.ac.uk) (guidance for [parents/carers](#)).
7. Students are expected to take responsibility for notifying teachers of their absence and for catching up with missed classwork and follow-up work, checking SharePoint and/or Teams in the first instance.
8. We expect students to be on-site, learning face-to-face for all timetabled activities.
9. Whilst on a temporary basis in extenuating circumstances it may be 'reasonable' for teachers to be flexible with deadlines and send work home, this cannot be sustained for prolonged absence. As our primary mode of delivery is classroom based, we cannot guarantee resources sent home will be entirely suitable for remote study.

### C. Conduct Expectations

10. All learners must abide by the [Student Code of Conduct](#) and the [Use of Computers Agreement](#).
11. We expect students to communicate respectfully with all members of the college and local community.
12. We expect students to arrive on time, fully prepared, wearing Lanyard ID.

### D. Studentship Expectations

13. Students must check their college emails and Teams messages regularly (at least once a day).
14. We expect students to be reflective about their progress, using teacher advice, assessment feedback and Progress Review grades to inform their understanding of what they need to do to improve.
15. Students are expected to be proactive and intentional in their studies, making the most of workshops, online resources, additional teacher support and specialist support to advance their studies.
16. Students must ensure Pro-Study, homework and coursework are completed by set deadlines. We expect students to manage their independent study carefully, allocating sufficient study time to each subject every week.
17. Where a student is struggling with any aspect of their studies, they are expected to proactively seek support via their Subject Teacher, Tutor or Student Services. Students are expected to fully engage with targets and support put in place to help address concerns about their attendance, studentship, progress or personal development.

## **E. Managing Concerns: Intervention**

First and foremost, we aim to educate and support students to meet college expectations through timely use of intervention to tackle the cause of any concerns. Staff will intervene to support improvements in attendance, punctuality, studentship, behaviour and/or engagement. Reasonable adjustments may be agreed to help a student get back on track after a justifiable absence or a temporary period of difficulty.

Interventions might include:

- Setting Action Plan targets
- Informing parents/carers about concerns
- Requiring a student to attend subject workshops and/or additional lessons
- Offering an extension to a submission deadline and/or requiring a student to catch-up on missed work
- Referring a student to specialist teams for study and/or wellbeing support
- Requiring a student to attend 1-1 meetings, intervention workshops or additional supervised study

Disciplinary sanctions are only used where there has been a serious breach of the [Student Code of Conduct](#) (see our Intervention and Disciplinary Procedure – Appendix 4 [Behaviour Policy and Procedures](#)) or where students fail to engage with intervention and support. Where a student's actions or behaviour lead to risk of, or actual harm, the college [Safeguarding and Child Protection Policy](#) and/or [Fitness to Study Framework](#) may also apply.

## **F. When a course or college place becomes unsustainable**

There are occasions when, despite the efforts of a student and/or the best endeavours of staff, either part or the whole of a student's programme of study may become unsustainable. In such circumstances, we will work with the student and their parent/carer to discuss what further reasonable adjustments, if any, can be made. Decisions about what constitutes a 'reasonable adjustment' will ultimately be determined by the Director of Student Support or the Director of Student Engagement. These adjustments will usually be made in discussion with Head of Subject and/or Director of Faculty. The adjustment will usually be agreed for a set period of time, as part of Stage 3 Formal Intervention or a Final Contract involving consultation with a Vice Principal. At the review, a decision will be taken on whether the adjustment is working for all parties, is reasonable, and if continued study on the course or at the college is therefore sustainable. If the adjustment is unsustainable, the college reserves the right to remove the adjustments, or to withdraw the student from a course or the college.

In making a decision about the sustainability of continued study on a course or at the college, we will primarily consider four key factors: Attendance, Engagement, Behaviours and Risk. College staff will always be guided by, but not determined in their judgement, by all other relevant parties' advice. Where students require specialist help, the college will offer what extra support it can. The support offered will necessarily be bounded by the college's resource limitations and not necessarily by the specific needs required for an individual student's success.

## **G. Sustainable Study: Attendance & Engagement**

A course or programme of study is no longer deemed sustainable when a student has missed a large proportion of the GLH, to the point that:

- the workload required for a student to catch up is deemed unreasonable/impossible
- the volume of content missed is hindering progression in that subject
- the level of coursework missed makes the qualification unachievable
- a student has not completed non-examined assessment (NEA) and/or not submitted coursework to deadline
- the study programme is no longer sustainable under funding regulations for a full-time student
- the level of support required to enable the student to achieve would be unreasonable and/or to the detriment of other students' learning and progress

## **H. Sustainable Study: Behaviours & Risk**

A student's place at college could be considered unsustainable if a student exhibits behaviour (either on or off-site) which:

- requires a level of support that is deemed unmanageable through our current staffing and/or or within our current staffing expertise\*
- is contrary to our Health and Safety policy and causes a risk of harm to themselves or others
- presents a level of risk to themselves or others that is judged to be unmanageable through current staffing and/or within our current staffing expertise\*
- constitutes gross misconduct or breaks the Student Code of Conduct

*\*Decisions about what level of behaviours are unmanageable will be made by our current safeguarding team in consultation with senior managers, will full regard for our duty of care under our [Supporting Learners Statement](#).*

# Student Intervention & Disciplinary Procedure

## GUIDANCE FOR STUDENTS, STAFF, PARENTS & CARERS



First and foremost, we aim to educate and support students to meet college expectations as set out in the Student Contract, through timely use of intervention to tackle the cause of any concerns. Staff will intervene to support improvements in attendance, punctuality, studentship, behaviour and/or engagement. Reasonable adjustments may be agreed to help a student get back on track after a justifiable absence or temporary period of difficulty.

The Intervention & Disciplinary Procedure consists of four stages:

Stage 0 – Advice and Guidance

Stage 1 – Emerging Concerns

Stage 2 – Head of House Concern

Stage 3 – Formal Intervention and Final Contract

Stage 4 – Exclusion Hearing (Disciplinary) / Withdrawal (Fitness to Study)

The table below outlines threshold guidance which indicates the level of intervention that should be considered in response to specific concerns. If a student fails to engage or is unable to engage with intervention put in place at Stage 0 or Stage 1, their Action Plan is escalated to next stage, with intervention monitored by a more senior member of staff. A student may be accelerated immediately to a higher stage of the procedure where there has been a serious breach of the **Student Code of Conduct** or when there is a risk that a student's course or programme of study is becoming unsustainable, as outlined in the **Student Contract** (see [Behaviour Policy and Procedures](#)). Where a student's actions or behaviour lead to risk of, or actual harm, the college [Safeguarding and Child Protection Policy](#) and/or [Fitness to Study Framework](#) may also apply.

Concerns	Stage 1	Stage 2	Stage 3
Attendance	Below 90%	Below 80%	Below 70%
Punctuality	<b>Emerging Pattern of Lateness</b> Late for lessons 2 or more times per week for 2-3 weeks, or has accrued over 60mins of lateness	<b>Persistent/Habitual Lateness</b> Late for lessons 2 or more times per week and/or failure to engage/respond to Stage 1 interventions to improve punctuality	<b>Persistent/Habitual Lateness</b> Late for lessons 2 or more times per week and/or failure to engage/respond to Stage 2 interventions to improve punctuality
Studentship	<b>Average Studentship Grade: 3.0+</b> Emerging pattern of late submission or non-completion of work	<b>Average Studentship Grade: 3.3+</b> Persistent late submission or non-completion of work	<b>Average Studentship Grade: 3.6+</b> Persistent late submission or Non-completion of work
Behaviour	<b>3+ L1 Behaviour Notes</b>	<b>L2 Behaviour Referral - Incident of Serious Misconduct</b> Or failure to respond to Stage 1 interventions to improve behaviour	<b>L3 Behaviour Referral - Incident of Gross Misconduct</b> Or failure to respond to Stage 2 interventions to improve behaviour
Engagement	<b>Failure to engage with subject and/or pastoral support</b>	<b>Failure to engage with Stage 1 intervention and support</b>	<b>Failure to engage with Stage 2 intervention and support</b>

### Stage 0 – Advice and Guidance

Where there are initial concerns about a student's absence, punctuality, studentship, engagement with their learning and/or conduct, this is usually dealt with by a Teacher, Tutor or other member of staff in the first instance, using appropriate actions such as:

- expression of concern
- oral reprimand
- ad hoc 1-1 or small group meeting
- removing items causing disturbance for the duration of a lesson
- requiring a student to clean or tidy an area they have littered
- setting a target within the student's action plan
- requesting that the student attend an extra lesson to catch-up
- recommended attendance of subject workshops, 1-1 or library-based study
- communication with parent/carers

Whilst much of this intervention is informal and aimed at encouraging the student to take responsibility for their actions, the member of staff may keep a record of incidents on MyProgress using Behaviour Notes or by setting targets within a Stage 0 Action Plan if appropriate. A Tutor or Head of Subject may also decide to set the student targets on a Stage 0 Action Plan to encourage improved study routines or behaviours.

## Stage 1 Intervention: Emerging Concerns

Where there are emerging patterns of concern, a student's Action Plan should be elevated to Stage 1 by a teacher or the Tutor, to indicate the need for closer monitoring and intervention. The aim of Stage 1 Intervention is to provide early support and direction to help a student tackle the cause of any concerns. **Parents/carers will be notified when an Action Plan is elevated**, so that they are aware of emerging concerns and can support the student at home. The Subject Teacher or Tutor will discuss concerns with the student. If the student has extenuating circumstances affecting their attendance or approach to study, the Subject Teacher or Tutor may put additional support in place via the targets set e.g. requiring the student to attend a Subject Workshop. A Tutor may add pastoral targets to any existing subject targets and set a review date (usually 3-4 weeks). If the student does not respond to Stage 1 targets or concerns escalate, the Tutor or Head of Subject will refer the student to the Head of House (HoH).

## Stage 2 Intervention: Head of House Concern

In the case of persistent concerns or more serious breaches of the Contract & Code of Conduct, a student will be referred to their HoH. This referral may be made by the Tutor or the Head of Subject. **Heads of House will contact parents/carers if an Action Plan is elevated to Stage 2.** The HoH will discuss concerns with the student and help to identify key barriers to their engagement and success. Targets will be added to the student's Action Plan on MyProgress, with a review date (usually within 3-4 weeks). If the student has extenuating circumstances affecting their attendance or approach to study, the HoH may put additional support or reasonable adjustments in place, alongside targets (see Fitness to Study Framework). The student will be enrolled in the HOH Intervention Workshop as well as any appropriate Subject Workshops.

At the end of the agreed period, the HoH will review progress by checking student and teacher comments on the Action Plan, levels of attendance, and any new notes or progress data added to MyProgress. If progress is good, the HoH will allow the student to 'step down' from Stage 2 to Stage 1. If there is some but not sufficient improvement, the HoH may extend targets for a further 1-3 weeks. If there is limited engagement with interventions and/or an escalation of concerns, the HoH will refer the student to Stage 3.

## Stage 3: Formal Intervention and Final Contract

In the case of serious ongoing concerns, where the sustainability of a student's study programme or place at college is in question, a Stage 3 Referral meeting will be arranged with a Pastoral Director. **Parents/carers will be informed and invited to accompany the student in a supportive capacity.** Pastoral Directors will consult MyProgress and the HoH to identify key concerns. Where barriers to a student's engagement and success appear to be largely behavioural, intervention will be managed by the Director of Student Engagement. Where barriers are largely related to health, wellbeing and/or SEND, intervention will usually be overseen by the Director of Student Support under the Fitness to Study Framework. During a Stage 3 Referral Meeting, there will be an opportunity for the student (and parent/carer if appropriate), to respond to the concerns and provide any additional information that may assist the Pastoral Director's intervention planning.

When a student is escalated to Stage 3, their exam entry status is placed under review – meaning they will no longer be automatically entered for their qualifications. Formal targets are set by the relevant Pastoral Director and recorded in the student's Action Plan, along with a review date (usually 3-4 weeks). If the student has extenuating circumstances affecting their attendance or approach to study, the Pastoral Director may put additional support or reasonable adjustments in place, alongside targets (see Fitness to Study Framework). In addition to HOH Workshop and appropriate Subject Workshops, the student will usually be enrolled on a Stage 3 Intervention Workshop or may need to attend regular 1-1 support meetings.

Whilst on Stage 3, students must engage with the intervention and support plan to achieve the changes necessary for sustainable study. At the end of the agreed period, the Pastoral Director will review student and staff comments on the Action Plan, levels of attendance, new notes or progress data, level of engagement with any additional support and the impact of any reasonable adjustments. If progress is good, and study is deemed to be sustainable, the student may 'step down' from Stage 3 to Stage 2, with their exam entry status reinstated. If there is insufficient progress, the Pastoral Director may extend targets for a further 1-2 weeks or may refer the student for a meeting with the Vice Principal (Pastoral). The Vice Principal (Pastoral) will use all the available information to decide whether the student can be offered a last opportunity to continue their studies under a Final Contract, or if the student should be referred to Stage 4. Even when a student's exam entry status is reinstated, further breaches of college procedures or disengagement from study, may result in immediate withdrawal from exam entry. A student in their final year who does not regain their exam entry status, will not be entered for their qualifications at Collyer's in that academic year. 1A students who do not regain exam entry status will not be entitled to progress to the second year at Collyer's. In cases where significant mitigating circumstances and the potential to engage more fully can be evidenced, a student may be offered the opportunity to repeat a year at the discretion of the Vice Principal.

In cases of very serious or gross misconduct (e.g. bullying and harassment, violent behaviour, theft of or damage to property, possession of illegal substances, or defying a member of staff), a student may be referred straight to Stage 3. Parents will usually be involved, and sanctions include those already described above; a "cooling off" suspension if appropriate; or referral to Stage 4. A student may be suspended on a temporary basis before a parent meeting takes place, to allow staff time to investigate, gather evidence and assess risk.

## Stage 4: Withdrawal or Disciplinary Exclusion Hearing

**Withdrawal:** If there is insufficient evidence to support continuation of study and/or exam entry, following Stage 3 Intervention by a Pastoral Director or following a period on a Final Contract agreed by a Vice Principal, the student will be withdrawn. The decision may be reached as part of a Stage 3 review meeting or may be taken by the Pastoral Director and/or Vice Principal in the student's absence. The decision will be confirmed in writing with the student and/or parent/carer (according to the individual needs of the student). An opportunity to meet with the Careers Advisor to support next steps will be offered.

**Disciplinary Exclusion Hearing:** Following disciplinary investigation, cases of serious or gross misconduct may be referred directly to Stage 4 for a Disciplinary Exclusion Hearing. Gross misconduct may involve behaviour which compromises health and safety or safeguarding, or unacceptable behaviour as determined by the Principal or other member of the Senior Leadership Team (SLT) such as criminal activity, physical violence or verbal abuse.

At this stage a hearing will be held with the student and with the parent/carer in attendance where possible. The outcomes of a Disciplinary Exclusion Hearing may include:

- a formal warning and final contract;
- fixed term exclusion;
- permanent exclusion;
- withdrawal from external exams.

### N.B.

- In cases where the student's presence onsite is considered a risk to the wellbeing of our community, the Principal, another member of SLT or the Director of Student Engagement, can exclude the student before the interview takes place, allowing time for investigation.
- In cases where a student fails to respond to a request to attend an Exclusion Hearing, the Principal will consider evidence and make the decision in absentia.
- Where a final contract of conduct is issued, the Principal should make the consequences of non-compliance clear to the student, giving details of the conditions for continuation.
- A student may be accompanied to the Exclusion Hearing by a fellow student or other adult of their choice in a supporting role only.

## THE APPEALS PROCESS

A student or parent/carer, if the student is under 18, can appeal against a decision under Stage 4. The notice of appeal must be lodged with the Chair of the Local Governing Body in writing, c/o the Director of Governance, at the college address, within ten working days of the date of the notification of the Stage 4 outcome. The student will be expected to attend the appeals panel at this and any ensuing stage. The student and parent/carer will be given a copy of the college's Appeals Process.

The grounds of appeal are that:

- There was a serious breach of the college's procedures that may have adversely affected the outcome.
- New evidence has come to light that was not available previously and could be expected to materially influence the outcome. Where this occurs, the evidence must be provided to the college together with an explanation as to why it was not provided earlier.
- The findings were unreasonable in the light of the facts.
- The penalty imposed was too severe in the circumstance.

When a student has exhausted the college's appeals procedure, the student has the right to make a complaint to the Department for Education (DfE). A complaint is not a further stage of appeal.

## COMPLAINTS PROCEDURES

At Collyer's we strive to achieve high standards in the discharge of our responsibilities and to minimise the likelihood of concerns occurring. Where a concern does arise, we shall treat the matter seriously and aim to resolve it quickly, effectively and to the satisfaction of all parties. Our [Complaints Policy](#) is available on our website.

# Fitness to Study Framework

## GUIDANCE FOR STUDENTS, STAFF, PARENTS & CARERS



Collyer's is committed to fostering an inclusive environment where all students can succeed and reach their potential. This commitment extends to those with temporary or long-term medical or mental health conditions that may affect attendance or engagement with studies. We prioritise the mental health and physical wellbeing of every student and recognise that proactive, positive management of health-related issues is essential for learning, achievement, and full participation in college life.

Students are informed about the full range of support available during induction and throughout their time at Collyer's via the Tutorial Programme. Support is provided both for pre-existing conditions and for needs that arise after courses have begun. Information about available services can be accessed online through the Student Common Room or in person at Student Services (Room B002). Parents and carers can find further details on the College [website](#) or by contacting [studentservices@collyers.ac.uk](mailto:studentservices@collyers.ac.uk).

### Reasonable adjustments to support a long-term condition or disability

We encourage students to share any physical, medical, mental health, or additional learning needs at every stage of application and enrolment. Early disclosure enables the College to assess requirements and put appropriate support or longer-term reasonable adjustments in place to help students achieve their full potential. For students with an Education, Health and Care Plan (EHCP), reasonable adjustments will usually be considered as part of a planned transition process. Where necessary, we may seek further information from previous education settings, professionals, or external agencies to create a tailored support plan for a smooth transition to college life. EHC plans will be reviewed by the EHCP Coordinator and/or SEND Manager before enrolment and throughout the student's time at the College. Further details are provided in our [Supporting Learners Statement](#).

### When does the Fitness to Study Framework apply?

When verified medical issues significantly affect a student's ability to meet the expectations in the [Student Contract](#), the College will apply the Fitness to Study (FTS) Framework alongside the Intervention Procedure (see [Student Behaviour Policy](#)). This approach is designed to help students regain their fitness to study effectively, improving attendance and engagement so that learning and progress is sustainable. The Fitness to Study Framework outlines the principles the College follows when making reasonable adjustments and best endeavours, ensuring compliance with the Equality Act 2010 and the Children and Families Act 2014. It also guides our assessment of a student's fitness to study in this setting and decisions regarding continuation of studies, under the Intervention Procedure.

### Sustainable Study & Reasonable Adjustments

Section F of the Student Contract explains that, despite the best efforts of both the student and staff, a programme of study may sometimes become unsustainable. In such cases, we will work closely with the student and their parent/carer to explore whether any further reasonable adjustments can be made to support continued study. All support will be subject to the College's resource limitations and may not fully meet every individual need. Where specialist support is required, we will provide what assistance we can and refer to external services where appropriate. What is considered reasonable will always reflect the context of a mainstream sixth form college and the practical limits of individual support.

#### Key principles:

1. Sections A–D of the Student Contract define the expectations forming the foundation of our Learning Agreement with students and serve as the reference point for determining reasonable adjustments.
2. Decisions about what constitutes a reasonable adjustment will ultimately be determined by the College.
3. Under the Fitness to Study Framework, reasonable adjustments are usually applied for a set period and incorporated into Stage 2 or Stage 3 Intervention.
4. Agreed reasonable adjustments will be reviewed regularly to ensure they are effective in supporting sustainable study and remain appropriate within the College's resources and context. If an adjustment becomes unsustainable, the college reserves the right to remove it, or to withdraw the student from a course or the College.
5. Collyer's is not a distance-learning college. While teachers may, in exceptional circumstances, provide flexibility with deadlines or send work home, this adjustment cannot be implemented for prolonged or regular absence. Our primary mode of delivery is classroom-based, and resources provided remotely may not fully replicate in-person learning.
6. Students with ongoing health issues affecting their education are expected to seek support internally and engage with appropriate external services such as their GP, CAMHS, or Early Help.
7. In some cases, a student's health needs may require support beyond the College's expertise or capacity, or may present health and safety risks that cannot be managed within a mainstream setting.
8. In rare cases, medical or mental health needs may be so complex or significant that the College exhausts all available support options. If, despite reasonable adjustments, a student cannot engage with their studies in a sustainable way, continuation may no longer be possible, in the best interests of the student and the wider community.



## Applying the Fitness to Study Framework

When a student's attendance and/or engagement with their studies is impacted significantly by health and wellbeing issues, the FTS Framework should inform the development of an effective intervention plan. The framework is designed to support the Intervention Procedure, rather than be used in isolation, providing a reference point for planning and reviewing reasonable adjustments and informing decisions about sustainable study.

### Stage 2 Intervention: Head of House Concern

- a) HoH discusses concerns with student and helps identify key barriers to engagement and success.
- b) Targets added to Action Plan on MyProgress, with review date usually within 3-4 weeks.
- c) Student enrolled in HOH Intervention Workshop as well as any appropriate Subject Workshops.
- d) **Additional support and/or reasonable adjustments considered for extenuating circumstances**, alongside targets.
- e) **HoH reviews progress, checking comments on the Action Plan, levels of attendance, any new notes or progress data, level of engagement with any additional support and the impact of any reasonable adjustments.**
- f) If progress is good, student 'steps down' from Stage 2 to Stage 1.
- g) If some but not sufficient improvement, HoH may extend targets for a further 1-3 weeks.
- h) If engagement with interventions is limited or concerns are escalating, HoH will refer student to Stage 3.

### Stage 3 – Formal Intervention & Final Contract

- a) Pastoral Director consults MyProgress and HoH to identify key concerns.
- b) Where barriers to engagement and success appear to be largely behavioural, intervention managed by DoSE.
- c) **Where barriers are mainly related to health, wellbeing and/or SEND, intervention overseen by DoSS.**
- d) Stage 3 Referral Meeting - opportunity for student (parent/carer if appropriate), to respond to the concerns and provide any additional relevant information.
- e) At Stage 3, exam entry status is placed under review – student no longer automatically entered for qualifications.
- f) Formal targets set and recorded in Action Plan, with review date usually within 3-4 weeks.
- g) Student enrolled on Stage 3 Intervention Workshop or regular 1-1 support, alongside HOH/Subject Workshops.
- h) **Additional support and/or reasonable adjustments considered for extenuating circumstances, alongside targets.**
- i) **Students must engage with intervention and support plan to achieve changes necessary for sustainable study.**
- j) **Pastoral Director reviews progress, checking comments on the Action Plan, levels of attendance, any new notes or progress data, level of engagement with any additional support and the impact of any reasonable adjustments.**
- k) If progress is good, and study deemed sustainable, student 'steps down' to Stage 2, with exam entry confirmed. (NB: Further absence/disengagement which puts sustainable continuation at risk, may result in immediate withdrawal).
- l) If there is some progress, but not enough to confirm sustainable continuation of study, the Pastoral Director may extend targets for a further 1-3 weeks.
- m) If engagement with support and intervention has been limited, and there is insufficient progress or concerns are escalating, the Pastoral Director will refer the student for a meeting with the Vice Principal (Pastoral).
- n) Vice Principal (Pastoral) will use all available information to consider offering a last opportunity to continue studies under Final Contract (1-2 weeks). If not, the student will be referred to Stage 4.
- o) 2A and Foundation students who do not regain exam entry status, will not be entered for qualifications in that academic year. 1A students who do not regain exam entry status will not be able to progress to the second year.
- p) **Where there are significant mitigating circumstances and the potential to engage more fully can be evidenced, a student may be offered a 'break in education' to focus on health/recovery at the discretion of the Vice Principal.**
- q) **Students who take a break in education will need to provide evidence of their 'fitness to study' prior to re-starting through feedback from medical/therapeutic practitioner or evidence of engagement with activities to promote resilience/ mindset needed for college environment (e.g. volunteering, part-time work, independent study).**

### Stage 4 - Withdrawal

- a) If there is insufficient evidence to support continuation of study and/or exam entry following Stage 3 Intervention by a Pastoral Director or following a period on Final Contract agreed by the Vice Principal, the student will be withdrawn.
- b) **A student may be withdrawn from an individual qualification where there is evidence of sustainable continuation of study in the remainder of their programme, or they may be withdrawn from their whole programme.**
- c) Students are not allowed to continue at the College on a single qualification.
- d) Decisions about withdrawal may be reached as part of a Stage 3 review meeting or may be taken by the Pastoral Director and/or Vice Principal in the student's absence.
- e) Withdrawal decisions confirmed in writing with student and/or parent/carer (according to individual needs of student).
- f) An opportunity to meet with the Careers Advisor to support next steps will be offered.

## Examples of Reasonable Adjustments

The list below is indicative of the types of adjustment that may be implemented. It is neither an exhaustive list, nor a list of guaranteed adjustments available to every student in every circumstances. Each student case will be assessed individually, with consideration of the student's needs/extenuating circumstances, current progress, levels of attendance and engagement, programme of study requirements, future aims and the resource limitations of the College. Reasonable adjustments will ultimately be determined by staff at the College and guided by the principles on page 1 of the Fitness to Study Framework.

### Academic

- Subject Workshops - where suitable and available
- 1-1 or small group help from a member of the Study Support Team
- Intervention Workshops providing support with Action Plan targets from a Personal Development Tutor
- Referral for an assessment for Exam Access Arrangements if not already in place/assessed
- Study Leave for agreed timetabled sessions for a temporary period, for example:
  - Registered Pro-Study for up to 3 weeks (Stage 2 and 3 only)
  - Enrichment for up to a term (Stage 2 and 3 only)
  - Tutorial for up to 3 weeks (Stage 2 and 3 only)
  - Intervention Workshops for up to 3 weeks (Stage 2 and 3 only)
  - 1 lesson per block per week for up to 3 weeks (Stage 3 only)
  - 2 lessons per block per week for up to 2 weeks (Stage 3 only)
  - 1 subject studied remotely for up to 2 weeks (Stage 3 only)
  - All lessons – in exceptional circumstances only with approval from Vice Principal (Stage 3 only)

Heads of Subject will be consulted regarding temporary study leave from lessons and may not always be possible.

- In rare, exceptional circumstances, a reduction in the size of the Programme of Study by removing a qualification (students must have 2 filled blocks of lessons on timetable as a minimum to maintain their place at the College)
- Where there are significant mitigating circumstances and the potential to engage more fully can be evidenced, a break in education and a restart or repeat year may be offered

### Wellbeing

- Referral to Student Services/Safeguarding Team
- Support from Head of Wellbeing, Wellbeing Practitioner or another experienced member of Pastoral Team
- Wellbeing short course e.g. Social Anxiety, Academic Anxiety, Stressbusters
- Referral for College Counselling Service (YMCA Dialogue)
- Where appropriate, referral to and/or liaison with external services e.g. GP, CAMHS, Early Help

## 'Break in Education'

In some situations, it may be appropriate to offer a conditional restart, repeat year or extra year at the College to enable a student to achieve their qualifications. This option will only be appropriate where there is:

- Evidence of significant mitigating circumstances which have impacted the student's ability to study
- Evidence that with time to focus on health/recovery, the student would have the potential to engage successfully

Students who take a break in education will need to provide evidence of their 'fitness to study' prior to re-starting, through feedback from a medical/therapeutic practitioner or evidence of engagement with activities to promote the resilience/mindset needed for college environment (e.g. volunteering, part-time work, independent study). The student must restart their studies in the following academic year.

In cases where the student withdraws from the College of their own accord, has put in place robust medical support and has time before the restart to respond to this support, then the restart has a good chance of success. In cases where there is no clear commitment to following prescribed medical support and there is inadequate time to respond to this support, then the restart is unlikely to be successful.

Where the College offers the opportunity of a restart, the onus is on the student and their parents/carers to ensure that they are rehabilitated enough for the restart to work. When the student withdraws from studies, guidance will be given on what support might be appropriate to ensure fitness to study on return, but also importantly, on what evidence will be expected at re-enrolment. Students who make an application to re-start will be referred to the Vice Principal (Pastoral) or Director of Student Support for approval to restart based on agreed conditions.