



**Greenhead College
Corporation**

**STUDENT RE-
ENGAGEMENT POLICY
AND PROCEDURE**

Reviewed January 2024

Greenhead College

Student Re-engagement Policy and Procedure

Introduction

Greenhead College expects high standards of student behaviour and commitment which are set out in the Student Code of Conduct (see Note 4).

The ethos of the College is centred on the following key purpose and principles:

Purpose:

- Be exceptional.

Principles:

- Every person matters
- Create a safe space to grow and flourish
- Be the best you can be
- Pursue excellence.

When students are unable to meet the requirements they have agreed to, the College will work to re-engage them through positive encouragement and manageable target setting. This is in line with the College's purpose and principles, above.

If a student is unable to participate fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness, mental health condition, or well-being then the Support to Study Policy should be followed.

In circumstances where the student has not responded to attempts to re-engage them, the following procedure will be implemented:

Initial Teacher intervention process

Where there is a concern with a student such as attendance, punctuality, behaviour, attitude to learning or work completion in a particular subject, the matter should be dealt with by the teacher. This will initially involve revisiting CEDAR to check student flags that could relate to existing SEND needs which may be affecting student engagement and have implications for learning, teaching and assessment. This will also involve positively discussing the concerns with the student. Some informal target setting and guidance on how to achieve targets and, where necessary, attendance at any available help sessions.

The Teacher's Head of Department¹ (HoD, HoS or 2nd in Department) will become involved if the issue does not get resolved. Actions involving the HoD may encompass positively discussing the ongoing concerns with the student, and some further target setting. It is not necessary for the HoD to get involved in every student issue. Teachers may wish to make their HoD aware of a problem affecting a student. Consideration of individual student cases and supporting the student to make progress is crucial.

¹ All future references to Head of Department include HoS and 2nd in department.

The most relevant and important interventions by teachers / HoD must be recorded on the pastoral log on Cedar, so that all relevant staff can see what specific actions have been taken and what specifically the student has been directed to improve on. In particular, the Personal Tutor will need to see what interventions have occurred and if there are issues in more than one subject.

Where interventions have been successful, consider a student commendation to recognise the improvement and to increase student motivation.

If after two or three interventions over 15 college days the Teacher (and, if applicable, the HoD) is unable to re-engage the student, they will contact the student's Personal Tutor.

Stage 1 – Tutor intervention

The Personal Tutor will discuss the continued concerns(s) with the student. The Personal Tutor will hold a meeting with the student, record details on CEDAR and place them on a Stage 1 contract, setting objectives to meet over a further 15 college days, e.g. improving attendance, attitude to learning, effort levels, grades etc. The Personal Tutor may also record any safeguarding concerns on CPOMS. It will also be beneficial at this stage for the Personal Tutor to signpost the student to other areas of the College for support, e.g. Careers staff, Mood Masters, Academic skills, Additional Learning Support staff (for those students with SEND needs), College Counsellor, Safeguarding Coordinator, etc.

Parents/carers will be notified in Stage 1. If there are no signs of re-engagement after the further 15 college days, the decision to progress to stage 2 will be made by a Senior Tutor, Assistant Principal or the Deputy Principal.

Stage 2 – Senior Tutor / Assistant Principal (AP) SS&W Intervention

Like previous stages, this part of the process should be flexible enough to take into account individual student cases and what is right for the student.

The Personal Tutor will invite the student to attend a meeting with the Senior Tutor / AP SS&W. The meeting will clearly set out the requirements for re-engaging the student within 15 college days and any support that the College will provide for the student.

The Assistant Principals and the Deputy Principal will be made aware of any student on a Stage 2 contract. Further relevant and important interventions by staff members should be recorded on the pastoral log (and, if applicable, CPOMS) so that all relevant staff can see what action has been taken.

The outcome of the meeting, including a copy of the contract, should be set out in an email, or telephone call to parents/carers by the Personal Tutor.

If the student has not been fully re-engaged in their studies within the agreed 15 days or the contract has been broken again, the Senior Tutor, Assistant Principal or Deputy Principal may decide to continue with the Stage 2 contract or invite the student and their parents/carers to attend a Stage 3 Final contract meeting.

Stage 3 – Final Contract

Like the previous stages, this part of the process should be flexible enough to take into account individual student circumstances and what is right for the student.

At a Stage 3 meeting, a member of the College Leadership Team (CLT) (but not the Principal) will be present. This will usually be an Assistant Principal or the Deputy Principal. Parents/carers will also be invited to attend this meeting.

At this meeting, the Assistant Principal or Deputy Principal will present the circumstances which have led to Stage 3 Final contract of the College’s Student Re-engagement Procedure. The student and the parents/carers will then be able to present their view of the issues involved. The member of CLT will decide if any further action is required.

The meeting will clearly set out the requirements for re-engaging the student within 15 college days and any support that the College will provide for the student.

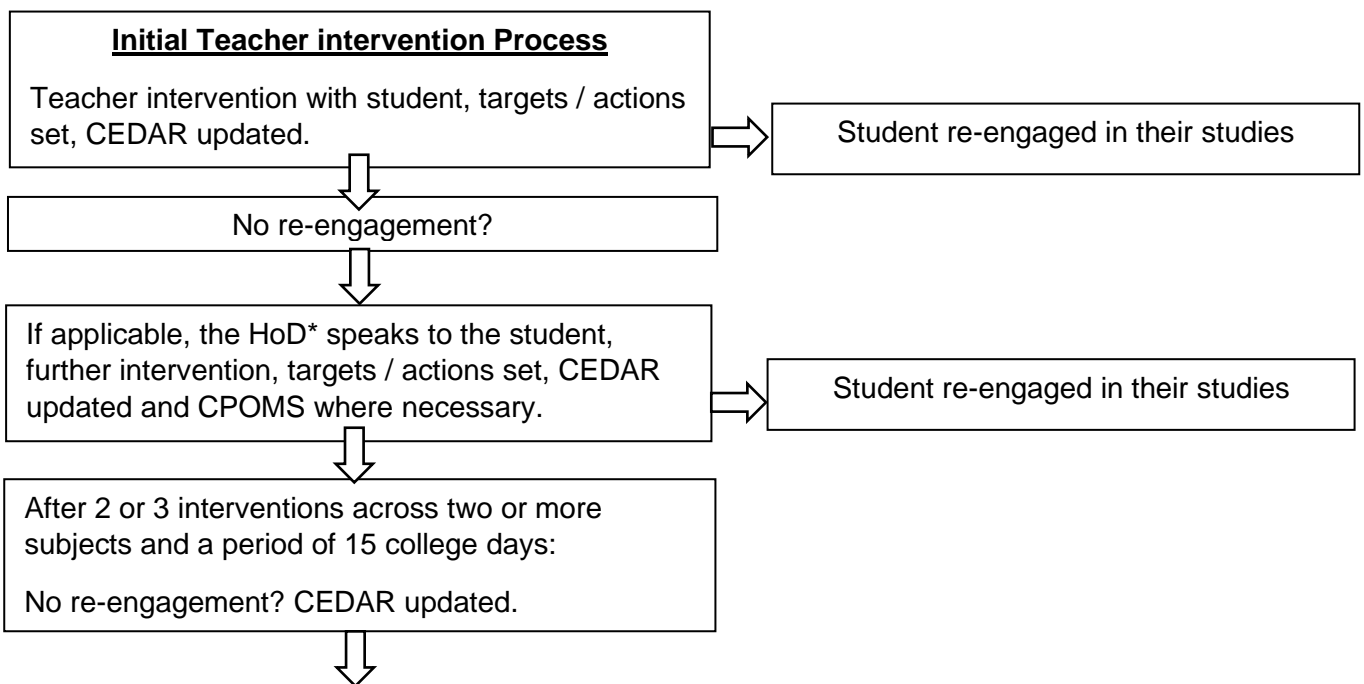
However, the member of CLT also has the authority to take appropriate action including permanent withdrawal of the student from the College. This action may be taken at the Stage 3 meeting itself or at a review meeting (or meetings) of Stage 3 after a given period of time.

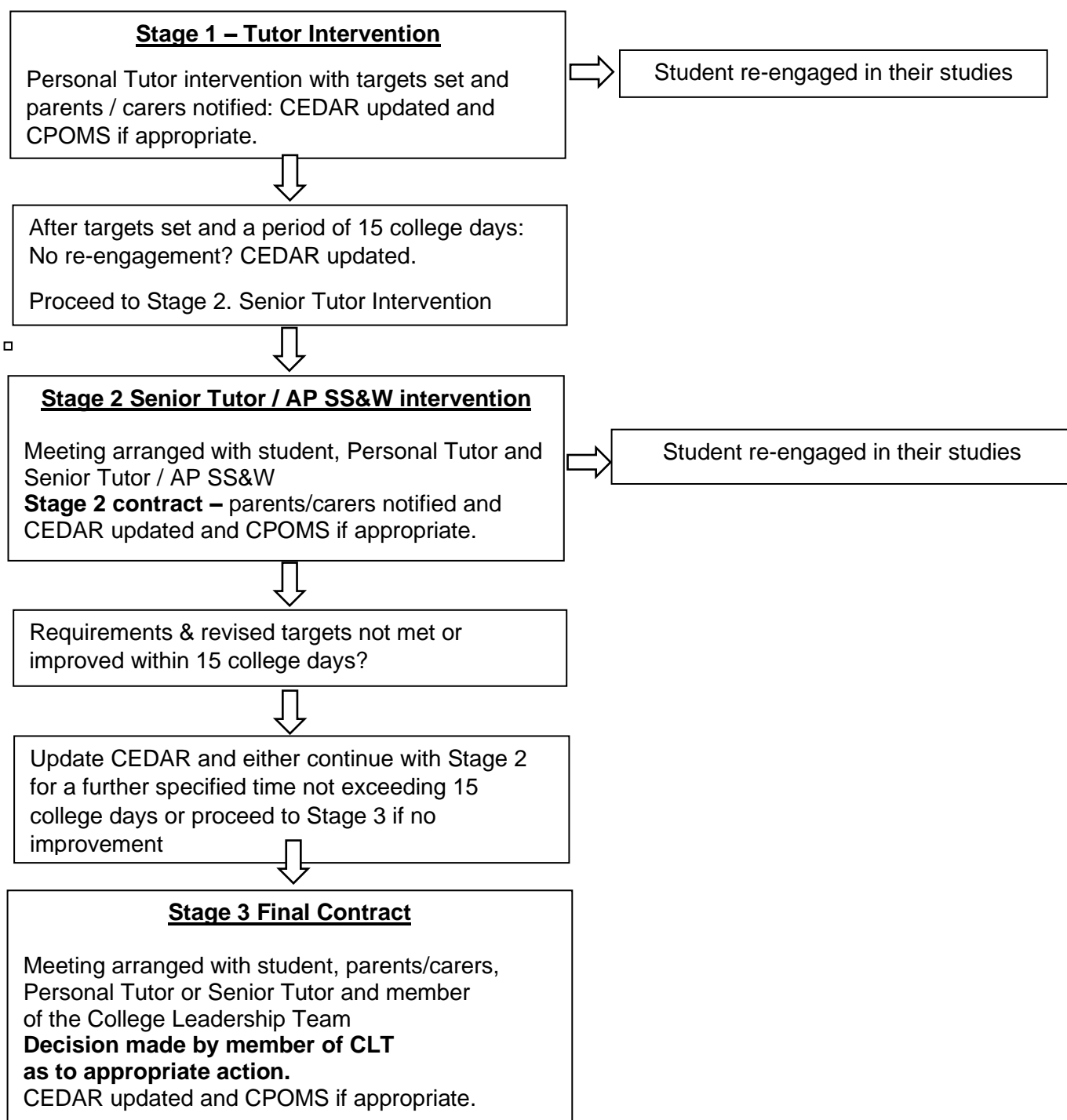
It should be repeated that the aim of this procedure is to re-engage the students by valuing their potential in line with the purpose and principles of the College. In short, withdrawal of a student from College will be avoided if at all possible and would only be taken if it was felt that all other options taken by the College to re-engage them had failed.

At every stage, all interventions by staff members should be recorded on the Cedar pastoral log (and, if applicable, CPOMS) so that the relevant staff can see what action has been taken. The Principal will also be notified of any action taken in Stage 3. It should also be noted that very few students in College would reach Stage 3 of the procedure.

The outcome of the meeting(s), including a copy of the contract, should be set out in a letter/email to parents/carers. If withdrawal from College is the outcome of a meeting, the letter/email will also set out the process for an Appeal.

Appendix 1: Flow chart for Stages





If the student and/or the parents/carers do not accept withdrawal from College as the outcome of Stage 3, they have the right to appeal. If they wish to do this, they should write to the Principal setting out the grounds for their appeal within five working days of receipt of the letter/email from the member of CLT. The grounds for an appeal would normally be that the decision to withdraw the student was unreasonable because:

- i) there was procedural irregularity in the application of this policy or
- ii) the student's performance was affected by circumstances which were not fully communicated or evidenced at the time the original decision was made.

The Principal will liaise with the Clerk to the Corporation to convene the Appeal Hearing Panel to take place within ten days of receipt of the appeal letter. This will consist of the Principal who will Chair the Panel; a Governor who is not a student of the College; and a third member who may be another Governor as above or an independent person invited by the Chair. None of

the members of the Appeal Panel will have had any previous involvement in the issues so that they can give a fresh and independent view.

The member of CLT will outline the actions the College has taken to re-engage the student throughout Stages 1-3. The Panel will give the student and their parents/carers the opportunity to put forward their case. Following this, all parties will leave the Appeal Hearing to allow the Panel to assess the issues. The Panel can confirm the outcome of Stage 3 or reduce or remove actions as it sees fit. However, the Appeals Panel is the final action available within College processes.

Appendix 2: Note on emergency action

In some cases, it may be necessary to move to Stages 2 or 3 straightaway, depending on whether the severity of the issue warrants the involvement of a senior member of staff.

In some cases, it may be necessary to suspend a student(s) from College pending an investigation. Only a member of CLT has the authority to issue such a suspension. Such an action will usually be taken when it is needed to protect students, staff or College property. However, the exact nature of the suspension is at the discretion of the senior member of staff. If such an action is taken they must immediately contact parents/carers and write to the student and parents/carers (usually by email) detailing the reasons for suspension and setting out a meeting as described in Stage 3. In this situation, the senior member of staff will present the case for further action rather than a Personal Tutor. This will alter the composition of an Appeals Panel if the Principal has been involved in the emergency action. Where a student is suspended from College pending an investigation, the College will continue to complete the investigation as early as possible and within five working days.

Appendix 3: Note on progression from year one to year two

When students enrol to study A Levels at Greenhead College they are making a commitment to a two year programme of study. Staff will attempt to re-engage the student, through the stages outlined above, where there are attendance, behaviour or academic concerns. However, at the end of the student's first year, the College reserves the right to modify a student's study programme or decline progression to year two.

However, in the latter case this decision will only be taken when a combination of factors clearly inhibit the student from successfully passing their A Level course. These factors would normally relate to underperformance in some or all of the following areas: mock exam results, homework record, attendance, behaviour or commitment, monitoring grades, not acting on previous attempts at re-engagement. In short, a holistic overview of the student's performance in the first year rather than one single measure. Importantly, each case will be examined on an individual basis and what is right for the student. Where students do not progress to year two, s/he will be supported to secure alternative education or training through support from C&K Careers.

Appendix 4: Student Code of Conduct

At Greenhead College we aim to treat you as the young adults you are to support you in your studies with us. As a result, we expect respectful, mature, constructive relationships, communication and behaviour from you. These are to be in keeping with our College's Principles and Purpose.

Our Purpose: **'Be exceptional'**.

Our Principles:

Every person matters.

Students will:

- Respect the diversity of the College community, including fellow students, teachers, tutors, support staff, cleaners, etc.
- Demonstrate tolerance and respect to those of different ability, ethnicities, gender, sexual orientation, different faiths, beliefs or no beliefs.
- Behave courteously with members of the public and the local community, including our neighbouring residents and businesses.
- Be mindful of the language they use and be sensitive to the needs of everyone in the College community, including through electronic means.

Create a safe space to grow and flourish.

Students will:

- Wear their College lanyard at all times on the estate with their photo ID being clearly visible.
- Not bring non-Greenhead students or visitors onto the campus (unless invited in by College staff). These will be treated as trespassers and an infringement of our College-wide security.
- Not share or swap their College lanyard and photo ID.
- Show high standards of behaviour on site and follow instructions from members of staff.
- Contribute positively to an environment free from bullying and harassment.
- Respect the environment by disposing of their rubbish in bins or the correct recycling receptacle.
- Not add any graffiti to the College estate or our surrounding area.
- Treat College property with care, including classrooms, toilets, the library and study areas, and physical resources.
- Follow all procedures in relation to IT (also see Student Code of Conduct for MS Teams and Online Safety Policy).
- Ensure their own health and safety and the safety of others by heeding all notices around the College campus and alerting staff to any potential hazards that may occur.
- Not smoke or vape anywhere on College premises.
- Not enter the College site if under the influence of alcohol or drugs.

Be the best you can be.

Students will:

- Aim for 100% attendance to their lessons, tutorials, study support, enrichments and PaWS sessions.
- Arrange for parents/carers to contact the absence line to notify College of any authorised absences.
- Behave considerately and professionally in a way which is reflected in their language, dress and behaviour.
- Submit their own original work for homework assignments and coursework (NEA).
- Act on constructive feedback to improve their performance.
- Be a role model and ambassador for Greenhead College.
- Value themselves and respect others.

- Ask for help if they are struggling.

Pursue excellence.

Students will:

- Be proactive and take responsibility for their learning, including being prepared with the correct equipment and be appropriately dressed.
- Strive for high standards in their communication and behaviour.
- Utilise their study periods effectively so that course deadlines are met.
- Look for new opportunities to learn and grow and take advantage of the many extra curriculum activities on offer at Greenhead College and elsewhere.

Where students are in serious breach of what we expect of them, the College Leadership Team will have a meeting with them and parents/carers to reaffirm our high standards. College may refer to the use of the Student Re-engagement Policy and the Fitness to Study Policy to further inform and guide consequences.

Every case will be treated on its merits, but the following are examples of serious misconduct which could result in a suspension from College or, if more extreme, students may be permanently excluded. Please note, this list is not exhaustive:

- Bringing non-Greenhead students or visitors onto the campus and thus infringing College security.
- Sharing or swapping College lanyards and photo ID.
- Any form of violent and/or intimidating behaviour or behaviour which is likely to lead to violence, whether in college or reported outside of College.
- Discriminating language or behaviour that fails to respect fellow students and staff’s ethnicity, gender, ability, sexual orientation, belief or non-belief.
- Any form of bullying (including cyber bullying), harassment or offensive behaviour.
- Swearing and use of inappropriate language is not permitted in College or online.
- Any actions that endanger the safety and security of the college community and site.
- Malpractice with regards to College based assessments, examinations, and coursework (NEA).

<i>Author:</i>	<i>Principal</i>
<i>Date drafted:</i>	<i>November 2016</i>
<i>Reviewed:</i>	<i>Jan 2024</i>
<i>Date of next review:</i>	<i>Jan 2025</i>

“This policy has been impact assessed to ensure it complies with all aspects of Diversity and Inclusion. Members are reassured that this policy is compliant with current equality legislation”.