

**Guidelines and procedures to support student learning Written by Assistant Principal for Student Experience and Shared Services, in consultation with Gateway staff, students and external stakeholders.**

**BEHAVIOUR FOR LEARNING**

**POLICY**

**Review date: Oct 2025**

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**Section 1 – Whole College Approach to Positive Behaviour for Learning**

1. **Gateway College Vision and Values**

**1.1** **Our Vision**

To provide a safe, supportive and inspiring learning environment, where all students can grow and build positive relationships, becoming valued and caring members of our wider community.

**1.1** **Our Aim**

Our whole college approach to Behaviour for Learning promotes high expectations and positive behaviours, with clear boundaries for everyday college life. As we believe that our college community of students, staff, parents, governors and external stakeholders have a shared responsibility to create a positive learning environment to prepare our students for progression and future employment. We know that positive relationships create a supportive climate which promotes excellent student behaviour and creative teaching and learning, which in turn improves social mobility and enhances student experience for all.

**1.2** **Our Objectives**

* To promote a whole college approach to Behaviour for Learning
* Build a positive, supportive learning culture underpinned by our college and Trust values
* To provide tailored support for all students and remove barriers to learning
* Adopt a trauma informed approach to Behaviour for Learning, to support improvements in student conduct
* To provide clear expectations for all
* To ensure that the framework for behaviour-related issues is consistent, fair and transparent

**1.3** **Our Values**

**Ambitious** – We are committed to creating exceptional learning experiences for our students, staff and communities. We seek creative solutions to our challenges and are always striving to connect new ideas with concrete realities.

**Curious** – We have a love of learning and a strong desire to know more. We constantly ask questions of ourselves and others, embrace new approaches and aren’t afraid to make mistakes.

**Involved** – We are inclusive, open and are all actively engaged to make a difference to the communities we serve. We value and celebrate our communities’ diversity of thought, expertise, experience and background.

**Supportive** – We support each other’s work and we support each other as individuals, both professionally and personally. We help each other to make decisions that improve our work and benefit our students, staff and community.

**Genuine** – We always tell the truth, own up when we’ve made mistakes and deal with the consequences of our actions. Our actions reflect the things we say and the values we believe in.

**Optimistic** – We view everything with a positive eye and an open mind. We strive to foster an environment of optimism, even in the toughest of situations.

**2** **Whole College Approach to Success**

The Behaviour for Learning policy is underpinned by our shared responsibilities in the table below;

|  |
| --- |
| **Whole College Approach to Success...Shared Responsibilities** |
| **Gateway will...** | **Students will...** | **Parent/guardians will...** |
| Provide a safe, inclusive, supportive, positive and engaging environment for all students.  | Display kindness, positivity and respect to all students, staff and the wider Gateway community. | Positively engage in college systems and communications to support students' progress.  |
| Lead by example and maintain high standards of professionalism at all times. | Always wear their college lanyard, when in Gateway College.  | Ensure positive attendance and punctuality to every lesson, to prepare students for future employment. |
| Greet all students into college, lessons and activities, to welcome them into the Gateway Community. | Attend all lessons on time. This means being ready to learn in class when the bell sounds independently. | Confirm that all family holidays are booked out of the college term, to support full attendance at college. |
| Will deliver high quality lessons, enrichment and employability focused activities, resources and provide regular feedback, that enables students to progress and reach inspirational targets. | Hand in all assignments and homework on time. Attend all exams or mock exams and curriculum linked activities. Display active listening in all classes, have all equipment ready to learn. | Support where possible the completion of independent study at home, free from distraction. To help them complete all work set. |
| Provide tailored pastoral support via a designated tutor and Student Experience Team. Celebrating success at every opportunity. | Be proactive and attend all;* Lessons
* Workshops
* Enrichments
* Work Experience and Industry Placements
* Support Interventions
 | Check Emails and Cedar – our parent online portal, to check students' progress, attendance, Behaviour for Learning. You can celebrate commendations your child has gained.  |
| Communicate to students and parent/guardians about academic progress, behaviour, attendance and welfare via Cedar and other college systems. | Complete all student feedback activities via our SWAYA app to help Gateway make positive change. | Attend all parent/guardian consultation events to help and challenge students to gain the necessary skills to reach aspirational targets. |
| Respond to students via Teams and all college platforms in a timely manner during college hours. | Read and respond to all communications in a timely manner. This includes SWAYA, Teams, email and online platforms. | Provide correct contact information to receive email and telephone communications from our college. |

The first 4 weeks of the students’ journey is the ideal time to foster positive relationships and to model our colleges high expectations. Students will have a clear understanding of what good attendance and punctuality look like and how this will have a positive impact on their achievement and success at college and beyond. The whole college approach to Behaviour for Learning and shared responsibilities above, are to be delivered during induction for all students new or returning, by the Head of Student Experience/Assistant Principal for Student Experience and Shared Services, then further reinforced via teachers, the tutorial process, assemblies and events. This will ensure that all students know who to go to for support and to promote key messages about peer support and bystander behaviour. To support and underline the college’s expectations a Parents’ Welcome evening will take place within the first term. A whole college code of conduct will be shared and understood by each student and displayed in every classroom in the same place, to make it clear.

Communication with parents is vital as part of our contextual safeguarding whole college approach and is underpinned by a clear line of communication between curriculum, the Student Experience Team and parents/guardians. The responsibility for attendance, punctuality and behaviour should be shared by all, and a clear line of communication must exist in college to track, report, monitor and action appropriate intervention measures, to address concerns about such matters in a proactive and timely way. Where it becomes necessary to invoke the disciplinary process, the Head of Student Experience (HoS), Pastoral Leaders (PL’s) Programme Co-ordinators (PCos), and Pastoral Mentors (PMs) should be involved at an appropriate point. If a students has a concern, their first point of contact should be their personal tutor or the Head of Student Experience.

**3.** **Student Rewards and Restorative Practice**

**3.1** **Celebrating Success**

College staff will celebrate the success of all students, whenever and wherever it occurs in a variety of ways, for example verbal praise, shout outs on SWAYA, postcards homes, telephone call to parents, free trips. Focussing on success and positive outcomes is essential in developing a positive culture and ethos across the college. There are many ways in which we celebrate success, and this will be reviewed and updated by students, staff, parents/carers and governors throughout the academic year via email, newsletters, letters, social media and more.

**3.2** **Positive Feedback**

The simplest form of reward is positive dialogue, which supports improvement in learning. Formal, written feedback and informal discussion should emphasise positive achievement. All staff should give positive feedback to students whenever and wherever possible. This builds self-esteem and helps to build and support the ethos we are aiming for. Staff will be particularly careful to avoid sarcasm, personal criticism and comments which could be seen to foster low expectations. Feedback will be constructive and focused on specific actions and behaviours, or on work, rather than on students as individuals. It will be accompanied by indications of how to do better and praise for something well done. Work that is returned in a timely way and fully marked shows that staff have valued the work of students.

**3.3** **Commendation and Note of Praise**

Students who display college attributes or exceed expectations will be commended for their achievement. Subject teachers/tutors and college staff can record a commendation on Cedar for the student and parent/guardian to view, by using the pastoral log and adding a new thread.

**3.4** **College Graduation and Celebration Events**

For excellent achievement of any kind, staff will consider making a formal nomination at the end of each term to the Head of Student Experience. This may be for excellence in learning, work experience, volunteering or improvement in attendance or behaviour. Teachers/staff/stakeholders could nominate those students that they feel deserve extra recognition. Students are invited to a celebration event during the last week of each term, where they will be presented with a certificate. The Awards events will ask teachers, tutors and wider staff or stakeholders to identify those learners that have been exceptional or outstanding within subject areas, or may have had to overcome adversity to be at college. The Head of Student Experience, Heads of Department and other middle managers, and when asked the Senior Leadership Team will consider all commendations. Each student selected will be invited to receive their commendation at an Awards Event.

**3.5** **Celebrating 100% Attendance**

Our students should take pride in maintaining a high level of attendance. To reward the consistency and improvement of attendance, students will be entered into a prize draw to win prizes and incentives throughout the academic year. Incentives can include VIP trip access, vouchers, extra leadership opportunities. Those with lower attendance will be supported via the Student Experience Team.

**4.** **Attendance and Punctuality**

**4.1** **Attendance**

97% attendance is the cross-college *minimum* standard; the aim is for students to achieve 100%. Exceptions include absence for genuine illness or external factors such as a family bereavement, and in those cases the college should be notified by a parent or guardian. The college is committed to preparing our students for the world of work, and as such all absence will be tracked, challenged and sanctions put in place on the day an un-notified absence occurs. An email will be sent home to parent/guardians/students at 1700hrs each day. Also, a phone call will be made by tutors to all absent students at the beginning/end of each day, when required, a supporting letter will be sent home to parents/guardians or an appropriate intervention will be put in place. If a student's attendance falls below 90%, this will result in a student meeting to discuss barriers to learning, appropriate support will be placed or the beginning the intervention process at the first level, and a phone call or meeting with parents will be initiated. This is to ensure that the student receives the support they need to attend, as we know there is a corelation between attendance and achievement. We want all students to achieve their potential at Gateway.

If a student fails to attend, or avoids contact with the Student Experience Team, their cards will be blocked, and they will be placed on appropriate intervention, such as a Level 1 Intervention Action Plan and a call or meeting with parents will be initiated.

Exams - Any student who misses an exam because of an unauthorised absence will have to pay to sit any resits. Holidays are classed as unauthorised absence and medical evidence would be required to authorise absence due to illness.

Term time holidays of more than four weeks could result in the student being withdrawn from college, due to the amount of learning missed. For short absences, work will be set. Failure to catch up with missed work after a long period of unauthorised absence will result in a level 3 Intervention Action Plan or a level 4 panel meeting.

**4.2** **Attendance - Fit to Study**

Gateway College is not a distance-learning sixth form and, while it is reasonable for subject teachers and tutors to be flexible on a temporary basis, prolonged periods of absence cannot be sustained. There may also be times when the nature of a student’s ill health can require support beyond the expertise or capacity that we can reasonably offer. Occasionally a student’s ill health may present a health and safety risk to either themselves or those around them that is unmanageable in a mainstream educational setting. There are therefore occasions where, for one or more of the reasons above, it will be our judgement that, in the best interests of the student/gateway community, commencing or continuing at Gateway College is no longer an option. (See Fit to Study Strategy Appendix 1a)

**4.3** **Punctuality**

Every student must be in lessons on time. Lateness and poor attendance will be consistently and relentlessly challenged by all staff. If a student is late for a lesson, the teacher will admit them into class at a convenient point, so as not to impair the flow of the lesson and the learning of others, or the student’s own learning. The lateness will then be explored with the student after the lesson. The student will then be marked late, with the lateness accurately recorded on the Cedar register. Tutors will draw down a weekly report of all late students who will attend a twilight workshop to ensure that significant amounts of missed learning is caught up by the student. If punctuality still does not improve, the tutor will further explore barriers to learning and parent/guardians will be invited in for an assembly or the student will begin the intervention process.

Bespoke programmes of support will be jointly compiled with staff, students, and parent/guardians for students with learning difficulties and/or disabilities (LLDD) as stated in the Equality Act (2013) plus those students who are travelling via Local Authority transport.

To ensure high expectations are reinforced, teachers will ensure that all lessons start and finish on time as per the timetable, with no unauthorised breaks. Teaching time is golden and should be a priority not to be missed. Attendance and punctuality initiatives will take place during pinch points throughout the academic year. These will be communicated via the college calendar and briefings.

**Section 2 – College Support, Intervention and Discipline Process**

**5**  **Behaviour**

The standard of behaviour at Gateway is the responsibility of all staff and students within the wider college community, to create a safe space for students to support each other via the adoption of a positive bystander approach and culture. Violence, alcohol, drugs, smoking, vaping, mobile phone misuse, racist, sexist or homophobic behaviour, child on child abuse and foul or abusive language are totally unacceptable. Students cannot wear headwear in the classroom or communal areas within college, other than for religious purposes. Eating and drinking are also not acceptable within the classroom environment. (Bottled water is allowed in classrooms, but *not* in IT or Science labs.) Food should be eaten in the café areas of the college only and rubbish must be cleared into the appropriate bins.

All staff and stakeholders will act as positive role models by ensuring that they also observe these standards.

If behaviour within the classroom is unacceptable, teachers will use a variety of behaviour management strategies to rectify the situation via a restorative discussion with the student. This is an important part of a student’s education and preparation for higher education or employment. If poor behaviour is persistent, a note should be placed on the student record on Cedar which will be reviewed and monitored by the Student Experience Team and Head of Department.

If a student requires medical assistance or there is serious anti-social behaviour being displayed, which is preventing wider class participation, the student will be removed for the remainder of that lesson and monitored by the PL/tutors/staff. To initiate this, the teacher should email the central reception team, requesting a duty manager, including location and a brief summary. The duty manager will assess the situation and take appropriate action. The duty manager will update Cedar with any actions and discuss the incident with the teacher and the end of the lesson when possible, to gain a wider understanding, this restorative practice will create a more positive culture in college.

**6.**  **Restricted Access Procedures**

Students are monitored throughout the academic year. Submission of assignments and meeting assessment deadlines are crucial to a student's achievement. Restricted Access intervention limits a student’s access to leave the college premises between 0900 – 1600hrs, by blocking their Student ID card.  Restricted Access can be initiated by a member of the student experience team, to support students who are at risk, or who are failing to meet assignment related targets set by Intervention Action Plans.  The restricted access will only last until the student has completed said targets and/or missed assignments.  The student can obtain an exit pass from a tutor to exit the building for evidenced appointments or lunch.  The student and parent/guardian will be informed of the ‘Restricted Access’ arrangements, outlining the reasons for the intervention, the process and targets set.  When the targets are completed the student and parent/guardians will be notified, and communication will be placed on Cedar.

**7.** **Bullying and Harassment**

The college is committed to ensuring that everyone is equally valued and no-one is mis-treated. Harassment and bullying in any form are unacceptable and will not be tolerated. Bullying might be a sign of abuse or other safeguarding issue, and this should be investigated thoroughly. All college staff and students will challenge bullying in all its forms, and firm action will be taken to protect the interests of its students and staff whenever incidents come to light. This applies when students are on college premises, on college transport, or on college-related activities on other premises.

The college takes various measures to raise awareness and address the potential problem of bullying and harassment. These measures are not exhaustive and each case is judged on its merits with the appropriate action taken. Bullying will be dealt with in accordance with the college’s disciplinary procedures and identified incidents will be initially dealt with by the Head of Student Experience and their team. (See Equality and Diversity Policy)

**8.** **Prohibited Items and the Search Process**

Marcus Benjamin, Patsy Hamer, Aaron Hickey, Laura-May Tovey, Tyesha Chauhan, Kiran Kaur, Hannah Bishop, Kerry Reeve, Vikram Goraniya, Nicola Martin and Sam Keen are authorised by the Principal to have a statutory power to search students or their possessions, with or without consent, where they have reasonable grounds for suspecting that the student may be in possession of a prohibited item. A risk assessment will be carried out to ensure we are keeping students safe, in line with Keeping Children Safe in Education updates.

Prohibited items are:

* knives or weapons, alcohol, illegal drugs and stolen items
* Drug paraphernalia (for instance grinders)
* Vapes or vaping paraphernalia
* Tobacco, lighters and cigarette papers, fireworks and pornographic images
* Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the student)
* Any item banned by the college rules which has been identified in the rules as an item which may be searched for (for instance, laser pens).

If a member of staff suspects that a student is in possession of a banned item, they must call for a duty manager. The duty manager will appraise the Head of Student Experience who is part of the search team. Two members of the search team can then find an appropriate room/space for the search and instruct the student to remove outer clothing and ‘turn out’ their pockets or bag. If the student refuses, the searcher will report directly to the Head of Student Experience or SLT.

As part of the risk assessment, after the search has taken place, a thread must be placed on the Cedar which includes the following details;

* Why was the search conducted?
* Who authorised the search?
* What was searched?
* Who conducted the search?
* Place, date, time of the search?
* What was found?
* Parent/guardian is to be contacted and appraised of the search/results
* If the student refuses to be search, note why. Then call parents.

If, during a search, the person carrying out the search finds any prohibited items a picture must be taken as evidence alongside the student ID card. If an offensive weapon, drugs or article, the searcher may seize and retain the item, which must be handed over to the police as soon as possible.

If a student is found vaping on college premises, the vape will be confiscated and not returned to the student. Parents will be contacted if the student is under 18. A thread will be written on Cedar and appropriate intervention initiated.

**9.** **Student Intervention Action Plan, Support and Process**

**9.1** **Student Intervention Action Plans**

The college procedures to support students who underperform and/or display inappropriate behaviour/breaches of the Code of Conduct are known as **Intervention Action Plans.** If students continue to not to meet college expectations, despite receiving informal support, such as student meetings with tutors or extra workshops. Under performance, poor attendance and inappropriate behaviour will be investigated to look at the root causes.

The Intervention Action Plan, as part of the whole college’s restorative approach to Behaviour for Learning, seeks to support, promote and endorse the underpinning expectations of all students.

The purpose of the Intervention Action Plan is to ensure that a consistent process for timely and effective support of ‘at risk’ students, who may be underperforming and/or engaging in behaviour that might diminish their own or others’ learning, is in place. The students’ welfare, behaviour and performance is the responsibility of all, who will play a part in the students’ journey, and effective and positive relationships and communication about students between *all* staff and the college community is essential.

Notes should be made on Cedar to ensure an audit trail of concerns is accurately recorded:to that end staff are asked to record all relevant interactions, both positive and negative, with students whether they are on an Intervention Action Plan or not.

The ‘Intervention Action Plan’ operates at **four levels** and will be time-bound to complement individual cases. Targets will be set for students who require support to be fit to study, or to improve behaviour for learning. A student cannot have more than two of the same level Intervention Action Plan per full programme of study. This is to ensure that appropriate escalation and support is carried out to promote student progress and effective parental communications.

* **Level 1: Pastoral Mentor Intervention Action Plan**
* **Level 2: Programme Co-ordinator/Pastoral Leader Intervention Action Plan**
* **Level 3: Head of Student Experience/E2E Head of Department Intervention Action Plan**
* **Level 4: Inclusion Panel Meeting – Assistant Principal Panel**

**9.2** **All Level 1/2/3 Intervention Action Plan will include the following;**

* Where there are repetitive low-level issues with a student that have not been resolved through discussions with teachers or tutors, the student will be placed on the next level Intervention Action Plan. It is important to note that the Heads of Student Experience Team/Entry to Employment (E2E) Head of Department (HoD) investigate the concern to ensure legitimacy and that all has been done before an Intervention Action Plan is issued.
* Reasonable adjustments will be made for students who identify with safeguarding or SEND support needs, these students will still follow the Intervention Action Plan process with additional support from Head of Student Support.
* Notes should be made on Cedar to ensure an audit trail of concern is accurately recorded.
* Appropriate targets will be set with the student and the Intervention Action Plan owner, who will monitor theprogress of targets set**. Targets will be logged on Cedar. Targets will be informed, achievable and will reflect each students' individual circumstances and needs.**
* A letter via email will be sent to parents to notify them of the cause for concern and to arrange a meeting, if deemed necessary at this time.
* The time frame of the Intervention Action Plan should be determined by the progress a student is making, if extended the maximum length should not be more than six weeks. A student may revisit a second same level Intervention Action Plan throughout the year, if reoccurring behaviours appear. If a student is frequently failing to attend, pushing boundaries and/or failing to adhere to expectations set, it may be enough to move to the next level Intervention Action Plan.
* Appropriate support to facilitate achievement of these targets will also be put in place – this could include additional academic/curriculum workshops. 1-1 meetings with the Intervention Action Plan holder in the student experience team/E2E team, access to counselling services should this be appropriate.
* If a student continues to underperform, or progress is erratic, inconsistent or they are wilfully uncooperative the student should be moved up to the next level of Intervention Action Plan.

**9.3** **Level 4 – Inclusion Panel Meeting; Assistant Principal**

* This will be requested via the Personal Assistant to the Senior Leadership Team who will contact the student’s parents/guardians, to make an appointment to attend an inclusion panel meeting with both Assistant Principals, and/or another member of the executive team, the meeting will be voice recorded or a scribe will be present to keep notes.
* The student’s card may be blocked until the time the meeting takes place and an outcome has been reached. A recorded letter will be sent to the student/parent/Guardians, which includes booking information for the Inclusion Panel Meeting. If a response is not received within three days of receipt of the letter, a decision can be made in their absence for the meeting to go ahead and a decision made.
* In the panel meeting the student/parent/guardian will be given the opportunity to discuss barriers to learning and support they feel they need, to successfully complete their programme of study. The panel will explore possible support opportunities.
* Parent/guardians will be expected to support students who are under 18 in the panel meeting. Students over 18 will have the right to be accompanied by a parent, guardian or friend.
* A positive outcome will result in the student being set targets to support their progress and/or behaviour. This will be monitored by a member of SLT or an alternative designated person, for a period of time agreed at the inclusion meeting. If the student fails to improve sufficiently during this time period, it could lead to permanent exclusion without any further meetings taking place, and without appeal.
* At the L4 panel meeting, the student may choose to voluntarily withdraw if they consider themselves incapable of complying with the Intervention Action Plan. In that case, the college will be willing to supply a fair reference for the student. This course of action by the student would avoid the risk of possible future exclusion from the college, which would preclude the provision of a reference.
* Should the Level 3 Intervention Action Plan have been triggered by an extreme cause for concern (see student misconduct below) the Head of Student Experience/E2E Head of Department will have the power to enforce a fixed term exclusion for the student pending investigation and the students’ card will be blocked.
* Despite what the student may wish to do, it may be the opinion of the Panel member(s) that the student should be permanently withdrawn immediately, in which case, the Deputy Principal/Principal may be consulted to obtain a final decision.

**9.4** **Appeals**

Only in the case of permanent exclusion does the student have a right of appeal and only on the following grounds:

1. That college staff have not followed college procedures properly.
2. That there is evidence or factors not taken into account by the college in reaching its decision to permanently exclude. Please note that such evidence should be exceptional and reasons given why it was not brought to staff attention earlier in the process.
3. That new exceptional evidence or factors have come to light since the meeting leading to permanent exclusion.

Appeals should be made in writing to the Principal, via the Personal Assistant to the Senior Leadership Team who will respond within 3 weeks of receipt of the letter confirming the permanent exclusion*.* The decision of this appeal is final.

**9.5** **Interventions for Behaviour for Learning.** Several measures may be taken in response to being placed on any level Intervention Action Plan or to improve behaviour for learning. These might involve, but are not limited to:

* Attend identified additional workshops/lessons to complete missing work.
* Interventions/workshops with external agencies, e.g. police, charities, turning point
* Mentoring opportunities.
* Limiting the student’s access to enrichment.
* Restricted Access out of college (reduction of independent time in college)
* Removal of IT rights (e.g. email and internet college access)
* Amendments to timetable.
* Monitoring reports.
* Fixed term exclusion.
* Lose Progression opportunities, by being not recommended to return at SRB3.
* Placed on the next Student Review Board.

**10** **Student Misconduct and Serious Misconduct**

**Student Misconduct** is defined as any deviation from the whole college approach outlined in the whole college approach to Behaviour for Learning in section 4, and the college code of conduct. All students sign the Learning Agreement/code of conduct during enrolment. In cases of alleged misconduct, there will be an appropriate investigation undertaken by the Head of Student Experience/E2E Head of Department and, depending on the outcome, the student will/will not progress to the appropriate level of this process as decided by the Assistant Principal for Student Experience and Shared Services.

In the case of **serious misconduct,** a serious misconduct will result in a minimum Level 3 Intervention Action Plan or a L4 inclusion panel meeting. A fixed term exclusion will be implemented, whilst the investigation takes place.

1. Failure to comply with a reasonable request from a member of staff, which could place a student or staff member at risk of harm.

2. Found in the possession of drugs or found dealing drugs to another person.

3. Verbal or written harassment/abuse to students, staff, or other adults.

4. Found in the possession of prohibited items (see Prohibited items list in search section)

5. In possession of and or bringing an offensive weapon\* onto the college/grounds.

6. Wilful damage to property.

7. Homophobic, transphobic or racist bullying, written, verbal or online.

8. All acts of bullying, child on child.

9. Sexual harassment, abuse or misconduct.

10. Theft of any other person's belongings.

11. Making a false allegation against a member of staff or student.

12. Behaviour which calls into question the good name and order of the college.

13. Persistent defiance or disruption. This includes repeated serious breaches of college rules and/or repeated escalation of behaviour interventions.

14. All criminal acts of behaviour, for example dangerous driving.

15. Minor or serious assaults or fighting in or off college site.

16. Breaches of health and safety rules.

17. Under the influence of drug and/or alcohol on college grounds.

18. Students who display inappropriate behaviour whilst on work experience or industry placements, as part of their programme of study.

19. This list is not extensive and other serious breaches of college rules can be added.

20. Accompany a non Gateway person onto college premises.

These are examples of serious breaches; the Principal will have the final say, with regards to what is deemed a serious breach of college rules.

**11**  **Student Review Board Intervention**

**11.1** **Student Review Board**

At enrolment, or within the first 6 weeks of the academic year, a student will be identified after displaying poor attendance or bad behaviour in the previous academic year, or, in the case of a new student, owing to concerns previously raised in the reference from their last school. Those students identified will be placed on a Student Review Board, which will take place before week 6 of the new academic year, alongside the Quality Monitoring Meetings (QMM). In these cases, discussions will be held regarding individual student concerns and appropriate intervention put in place to support progress. Students who show insufficient improvement in their attendance and/or behaviour will be excluded from college without appeal or may be advised to voluntarily withdraw without appeal so that they do not have an exclusion on their record. (See Student Review Board Appendix 1b)

Additionally, students who have not attended lessons for a period of four or more, weeks, and have not pre-notified this absence will be taken off the college roll, following communication with the Head of Student Experience to check they agree with the withdrawal. This information will then be shared with all associated parties via Cedar. A letter will be sent to advise the parent/ student that, due to their lack of attendance, it is presumed that they no longer want a place at the college. The student is given 7 days from the date of the letter to let the college know if they do still want their place. In this case, the student may be put back on the college roll, following a meeting with parents/guardians, and placed on Intervention Action Plan to monitor attendance/performance.

For further information see Student Review Board appendices attached.

**Appendices**

**A1 - Fit to Study Strategy**

**a1. Purpose of strategy and guiding principles**

Gateway College is committed to supporting students and recognises the importance of a student’s health and wellbeing in relation to their academic progression. This strategy outlines the process and procedures to be followed when a student’s health, wellbeing and / or behaviour affects their ability to cope whilst studying in Gateway College, or progress onto their course or when their health, wellbeing or behaviour poses a risk to the health and safety of self and / or others.

The college is commitment to equality, and this is demonstrated through its commitment that every student receives a high-quality learning experience, which will enable them to fulfil their potential. The Fitness to Study Procedure will be implemented in a manner which maintains and supports each individual's attendance at college, if possible. In doing so, we fully comply with the Equality Act 2010. It is important, however, to recognise what is reasonable and the limits to the individual support that can be provided in an educational setting. There will be times when a student’s physical or mental health is so affected that they are no longer able to continue at this time, despite support offered.

**a1.1** The Fitness to Study Policy aims to provide:

- A framework to guide decision making in complex student safeguarding or welfare cases

- A set of parameters for the minimum acceptable level of academic progress

- A series of reviews, supported by the Intervention Action Plan system to maintain the student’s place at college

- A list of minimum expectations of students who are offered the opportunity to apply to restart the following academic year

**a1.2 Related Policies:**

• Admissions Policy and Learning Agreement

• Health and Safety Policy

• Safeguarding Policy and KCSIE updates

• SEND Strategy

• Behaviour for Learning Policy

**a2.**  **Admissions**

Prospective students are encouraged to disclose any additional learning needs or medical issues related to their mental or physical health, as part of the application and enrolment process. Any declaration will not negatively affect their application but will instead ensure that we can offer support that meets the needs of the student and enable the college to make any necessary reasonable adjustments. The information will be shared as appropriate, with relevant staff members. The college will then ask for supporting documentation and / or specific information, rather than accepting any generalised information.

The college will take into account our duty of care towards all students and staff, health and safety considerations and what are reasonable expectations of teaching and support staff. Wherever possible, we aim to include health professionals and other external agencies in discussions and in all cases, medical or relevant evidence will be required to inform the support plan agreed. Where appropriate, a risk assessment will be undertaken before an offer of a place is considered.

Although we are mindful of any disclosure and responsive to individual needs, students with a disclosed SEND must still be able to demonstrate that they can engage successfully in a full-time educational programme. Our entry criteria still apply for prospective students with a disclosed SEND.

If a student does not disclose a pre-existing physical or mental health condition on application, then it is unlikely that they will receive support or reasonable adjustment until the condition becomes clear to the college.

**a2.2** **Post enrolment**

A student’s Fitness to Study may be brought into questions, as a result of a wide range of circumstances. These include, but are not limited to:

* Serious concerns about the student emerge from a third party (e.g. friend, multiagency partner, parent) which indicates that there is a need to address Fitness to Study.
* A student has told a member of the college staff that they have a problem and / or has provided information which indicates that there is a need to address their Fitness to Study.
* A student has not engaged with study for a long period of time, causing concern from subject teachers and / or tutor.
* The student’s disposition is such that it indicates there may be a need to address an underlying mental health issue. For example, if a student has demonstrated mood swings or unusual behaviour, an inability to attend lessons, shown signs of depression, become withdrawn / aggressive / distressed / irritable, is becoming intimidating to others, is communicating suicidal thoughts or is self-harming to a point where the college considers the support required to be beyond the expertise or capacity that we can reasonably offer.
* Behaviour, otherwise dealt with as a disciplinary matter, which could be considered the result of an underlying physical or mental health problem.
* The student’s academic performance, physical behaviour or demeanour is not acceptable, and this is thought to be the result of an underlying physical or mental health problem.

Early disclosure of issues is vital to allow staff to assess how best to accommodate students and to provide appropriate support. The college will always seek to provide appropriate support to any student with ill health, whether the condition was pre-existing or commences during study at college. Students are made aware of the range of support available at the college, both at induction and as part of the on-going pastoral curriculum.

**a2.2**  **Student Support**

Students will often seek support via a tutor or the Head of Student Support. The supportive measures may involve referrals to and from outside agencies, such as CAMHS or the student’s GP. This will particularly apply where the health condition causes significant concern, the capacity of the college in providing medical support is limited and the responsibility for medical support lies with the external services.

In crisis situations, where there are immediate and grave concerns for a student’s health or well-being, staff will judge how best to provide first aid and whether emergency services should be called. In these situations, and if applicable, colleagues will endeavour to contact parents and guardians as soon as possible and may inform the college DSL.

It is important to be clear about what it reasonable in an educational setting and the limits to the support that can be offered will be communicated to the student and the parent / carer where applicable. These include both the flexibility the college can offer regarding academic progress (attendance, punctuality and meeting assessment expectations) and the support (type, location and frequency) required for a student to remain in college.

There are therefore occasions where, for one or more of the reasons above, it will be our judgement that, in the best interests of a student, commencing or continuing at Gateway college is no longer an option.

**a3. Fitness to Study**

Gateway is committed to enabling all students to complete their programme of study successfully and achieve their potential. There are occasions, however, when physical or mental health issues are so complex or so significant that this is not possible. Each student will be considered on a case-by-case basis. Where it is decided that a student may be able to continue with their studies an assessment of need will be completed by the college to determine if it is within our expertise and capacity to reasonably offer the support required. The responsibility to obtain and supply evidence of fitness to study, and any involved costs, lies with the student / parent / guardian. This evidence may only be for a finite period and if circumstances change will be re-assessed and possibly required again.

Ideally, a clear consensus would always emerge regarding the best way to progress, however, this will not always be the case. There will be occasions where the college believes that it has exhausted the support options available, it has made reasonable adjustments in all aspects of college life, but the student is unable to maintain their fitness to study. These situations impact negatively both on the student, since their welfare is at risk, and on the college, since there is an excessive and unreasonable demand on resources.

If the college reaches a decision, after consultation with the student, parents / guardians (if applicable) and medical professionals (where appropriate), that a student should withdraw then this will be actioned. If it is agreed that a restart in the following academic year is an option, then this will only be possible if the student is able to provide evidence that their health has improved sufficiently so that they are fit to resume study without further prolonged absence.

A case conference may be held to support complex needs of a student which may involve the Head of Student Support, Safeguarding DSL (or DDSL), Head of Department, individual teachers, Tutor and Assistant Principal. The above specialist will provide guidance to the Assistant Principal for Student Experience and Shared Services, who will adjudicate on the feasibility of the student’s continued place at the college.

Where there is no consensus that withdrawal is the most appropriate outcome, then the supportive Intervention Action Plan stages below will be followed:

**a4.** **Supportive Intervention Action Plan Level 1 – 4 and Fit to Study Intervention**

When students’ attendance falls below 90% a Level 1 supportive Intervention Action Plan should be initiated, as a minimum level of attendance needs to be maintained to allow a student to make good academic progress. Gateway College is not a distance-learning provider and, while it is reasonable for subject teachers and support staff to be flexible on a temporary basis, excessively long periods of complete absence or very poor attendance will make a student’s studies untenable. If a student falls significantly behind with their deadlines for coursework, assignments or homework, despite extensions being offered, then there comes a point when catching up is not viable. The specific expectations regarding attendance and assessment will depend on the individual’s circumstances and the professional judgement of staff.

The following require consideration throughout the reviewing periods:

* Gateway College is not a distance-learning provider, and while it is reasonable for subject teachers and tutors to be flexible on a temporary basis, prolonged periods of absence cannot be sustainable.
* There may be times when the nature of a student’s ill health can require support beyond the expertise or capacity that we can reasonably offer.
* Occasionally a student’s ill health may present a health and safety risk to either themselves or those around them that is unmanageable in a mainstream educational setting.
* The college will always provide advice and guidance on alternative progression routes at this stage.
* There may be occasions when the college will be advised by medical professionals that it is unsafe for the student to attend. This advice will always supersede college policy.

When initiating a supportive Intervention Action Plan, specific targets will be put in place and the situation will be reviewed weekly to check progress.

* If at the review, targets have not been met a phone call to parent/guardians should be made outlining concerns and resetting targets.

The Intervention Action Plans may escalate to a Level 4 Panel meeting. The student and parents / guardian will be invited to a Level 4 Panel meeting.

**a4.1 Appeals**

Students / Parents / Guardians will have the opportunity to appeal against the decision. In order to make an appeal they must write to the Principal within 5 working days of the outcome of the case conference. The Principal will review the decision and will report the outcome of the review in writing to the appellant within 15 working days of receipt of the appeal.

Please note: The Principal’s decision cannot be challenged. Any appeals against the outcome of the Principal’s review can only be to challenge that due process (as described in this policy) has not been followed. Please refer to the Complaints Procedure available on the college website.

**B1 - Student Review Boards Strategy (SRBs)**

**b1.1** **Purpose**

The purpose of the student review board is to identify all who may be deemed as being “at risk”. This may be for reasons of poor attendance, bad behaviour, lack of commitment to their studies, finding the subject difficult, health needs, or in the case of a new student, owing to issues raised in the reference from their previous school. Those students identified will be placed on a Student Review Board (SRB). Student Review Boards will be held three times throughout the academic year, alongside the Quality Monitoring Meetings. They take place in October (SRB#1)/ January (SRB#2) and June (SRB#3). The aim of the SRB is to introduce early intervention such as, for example, attendance monitoring, academic support, or counselling, to ensure that all students stay on track and achieve successful outcomes. In cases where students make insufficient improvements, despite full support and after assessing any mitigating circumstances, college inclusion meetings will be held to decide if the student may continue with their studies, or they may be advised by their Head of Student Experience to voluntarily withdraw without appeal so that they do not have and inclusion on their record.

Each calendared SRB will focus on all Curriculum areas independently, and the Heads of Department (HoD), Head of Student Experience (HoS), Assistant Principal Students and Progression (APS&P), Assistant Principal Teaching Learning and Assessment (APTLA) will be required to attend. Before each SRB, at risk students will be identified during regular communications/meetings between HoDs/HoS, these at risk student names should feed into the SRB pro-forma to save future admin time. A reminder will be sent to the HoS and HoDs in advance of the SRB to complete the SRB pro-forma in time for scheduled meetings. It is essential that HoDs complete the pro-forma one week in advance of the SRB so that the HoS will have time to cross reference with their own lists. The Student Experience team will, in most cases, act as the student champion and will require that certain procedural steps have been followed. Where there is serious cause for concern regarding behaviours, an SLT intervention meeting might take place and for those students that are struggling scholastically, and academic support in the form of additional workshops and 1-1 sessions will be implemented alongside Intervention Action Plans.

Information should only be supplied on the relevant Proforma. It is important for the paperwork to be completed correctly with the level identified and HoD, to ensure that we can filter this accordingly in the SRB meetings. Each SRB will have a different focus according to the time of year they are held, and identification of students of concern will need to follow specific criteria. The Head of Student Support will ensure students of SEND have reasonable adjustments throughout the process and will be highlighted on the paperwork alongside students with safeguarding and other barriers to learning.

**b2.** **SRB #1**

1. The focus for this SRB will be to assess any early cause for concern and at risk students prior to day 42, and decide a suitable course of action to either support or sanction depending on the nature of the concern.
2. Prior to the review board, it is essential that Departments and the Student Experience teams assess and consider those students that are at risk because of attendance, performance, and behaviour.
3. A letter will be sent home prior to the SRB informing parents of a students’ inclusion at SRB due to concerns that have been raised.
4. All students that are assessed at the review board will have been identified as at risk either during enrolment, or prior to SRB.
5. Students should not be identified at SRB, only prior to.
6. The purpose of the SRB is to ensure those students identified as cause for concern have been monitored and appropriate sanctions or support put in place.
7. If students have been unable to meet expectations a decision will be made as to their continuation at the college, or whether further adjustments/ sanctions need to be made.
8. The SRB is not an opportunity to withdraw students subjectively.  There should be a clear case put forward as to why the student has failed to meet expectations, and the Student Experience team will need to have had opportunity to have put support/ sanctions in place.

**b3.** **SRB #2**

1. The focus for this SRB will be on intervention.
2. As per previous (SRB #1), HoDs will need to send names and concerns on the SRB Proforma to the HoS who will collate a spreadsheet and cross reference the list with any concerns they have already identified.
3. Full lists should be returned well in advance of the review board date.
4. Any students who are considered high risk will be referred to an SLT intervention meeting/ parent meeting following the SRB.
5. All students identified, should be made aware that they have been identified and that they will receive a letter/Teams message outlining the time and date of the meeting.

**b4.** **SRB #3**

1. The final SRB of the year will take place during the final weeks of term.  This SRB will focus on those students that continue to cause concern for the following reasons:
* Behaviour
* Attendance
* Ability to achieve
1. The first two criteria may result in clear SRB outcomes with the student requiring alternative progression options to Gateway College.  In these cases the student would have a clear history and recorded evidence to support this outcome.
2. A student should not be identified as requiring alternative progression without evidence.
3. If the concern raised is regarding the students’ progress and attainment, which is unrelated to attendance, behaviour or health, the conversation will focus around what support actions can be put in place.