



Career Ready Standards Policy and Procedure 2017 – 2018

Version Control

Originator	<i>Philip Cunniffe, Director of Curriculum</i>
Date of Last Approval	<i>20.02.18</i>
Approval/ review body	<i>CLG</i>
Review interval (years)	<i>6 months</i>
Date of next review/ approval	<i>20.08.18</i>
Evaluation	<i>EIA/CLG</i>
File location	<i>College Intranet/ Website / Moodle</i>

Contents

Policy Statement.....	3
The Career Ready Standards	4
Career Ready Standard Phases.....	5
Conducting Stage 1, 2 and First Stage 3 Meetings	9
Conducting Final Stage 3 Meetings	9
Suspension.....	9
Conducting Final Stage 3 Disciplinary Hearings Following Suspension.....	10
Exclusion.....	11
Appeals	12
Procedure for Learners and Potential Learners with Criminal Records.....	13
Enrolled Learners:.....	13
Applications – General:	13
Course specific criminal records issues	14
Right of appeal.....	14
Fitness to Study Procedure.....	15
Guidelines	15
Emergencies	16
Emerging and on-going concern(s).....	16
Return to Study.....	17
Confidentiality	17
APPENDIX.....	18
Letter 1 – Withdrawal from College	19
Letter 2 – Suspension from College.....	20
Letter 3 – Disciplinary Hearing	21
Letter 4 – Disciplinary Hearing Outcome	23
Attendance Routines	24
Final Stage 3 Disciplinary Hearings: Guidance for Staff.....	25
Order of Proceedings.....	25
Roles and Responsibilities	26
Investigating Manager.....	26
Customer Service Team.....	27
Note Taker	27
Recording Final Stage 3 Disciplinary Hearing Outcomes on ProMonitor	28
Recording Suspension on ProMonitor.....	29
Suspension to Stage 3 Disciplinary Hearing Flowchart	30
Final Stage 3 Disciplinary Hearing Staff/Learner Statement	31
Final Stage 3 Disciplinary Hearing Investigating Manager Record Form.....	32
Final Stage 3 Disciplinary Hearing Record Part A	33
Final Stage 3 Disciplinary Hearing Record Part B.....	34
Final Stage 3 Disciplinary Hearing Record Part B.....	35
Appeal Hearing Record Part B	37
Fitness to Study Meeting Record.....	39

Policy Statement

This policy and accompanying procedure(s) sets out the Career Ready Standards that learners are expected to adhere to in return for being admitted to the College.

This policy seeks to support the achievement of the College's vision by providing a consistent framework to support learner's commitment, behaviour and progress. The Career Ready Standards recognise excellence and will ensure that learners who consistently exceed College expectations will be recognized, rewarded and celebrated.

Learners who do not meet our expectations will be required to improve through consistent support, challenge and sanction. Learners who repeatedly breach or very seriously breach our standards may be suspended or permanently excluded from the College. The procedures and timeline that staff should follow when this occurs are set out in this document.

The Career Ready Standards apply to all learners enrolled at the College whether on full time, part time, short course, apprenticeship, school link, partner or HE provision and at all times during the year whether or not during the College terms. Offences or misconduct of a nature likely to bring the College into disrepute (wherever it occurs), or misuse of ICT facilities, are equally dealt with by this policy.

It is the responsibility of all members of the College Management Team to ensure their staff are conversant with this policy and for all College staff to consistently implement it at all times through the procedures and timeline outlined.

Through the commitment, behaviour and progress standards the College will promote to learners, staff and the broader community that it takes a proactive, responsible and careers focused approach to learner standards.

Promotion of the College's standards will be achieved through availability of this policy and procedure to learners and staff, via the intranet and website. Specific sessions about the Career Ready Standards will be included within induction and the learner development programme. The College will display information about Career Ready Standard expectations in open access areas and classrooms.

The aims of the Career Ready Standards Policy and Procedure are:

- To set consistently high expectations of learners and establish a professional and positive culture.
- To ensure that all learners understand the College's high expectations of their commitment behaviour and progress.
- To enable staff to consistently reward, support, challenge and sanction learners.
- To effectively implement Pro-Monitor as the single platform to track learner commitment, behaviour and progress.
- To provide a safe, respectful and professional environment for learning.
- To provide equality of opportunity for all learners.

This policy is to be read in conjunction with:

- Rules and Regulations Regulations (including rules regarding submission of work/assessment) stated in the Learner Handbook/Diary
- Acceptable Use of IT Agreement
- Talk Back
- Quality Assurance Framework
- Cover and continuity of learning policy and process

The Career Ready Standards

Learners will:	
Commitment	<ul style="list-style-type: none"> • Have an outstanding attendance record. • Be on time to all timetabled sessions. • Be ready and prepared to learn.
Behaviour	<ul style="list-style-type: none"> • Dress appropriately for College and not wear hoods or baseball caps. • Be safe by wearing and displaying College ID passes at all times. • Not smoke or vape on College premises.
Progress	<ul style="list-style-type: none"> • Develop professional habits and meet deadlines. • Submit high quality work that demonstrates personal pride and ambition. • Reflect on and be responsive to feedback. • Achieve agreed SMART targets.
Staff will:	
Commitment	<ul style="list-style-type: none"> • Prepare learners to be career ready. • Demonstrate and role model professional habits. • Be punctual and start all timetabled sessions on time.
Behaviour	<ul style="list-style-type: none"> • Dress professionally for College and reflect occupational standards. • Be safe by wearing and displaying College ID passes at all times. • Not smoke or vape on College premises.
Progress	<ul style="list-style-type: none"> • Have high expectations for all learners. • Mark and provide developmental feedback on learners' work by deadline. • Be reflective and responsive to feedback. • Set challenging targets that are discussed, agreed and owned by learners.

The above standards represent the College's expectations and requirements of all learners and staff. These standards will be adopted and adapted by every curriculum area and service function to meet and reflect the many specialisms of the College.

Where appropriate these standards will be reflected in College policies as they are updated and refreshed.

Career Ready Standard Phases

The reporting process for all aspects of the Career Ready Standards is through Pro-Monitor as detailed within this policy and procedure.

The Career Ready Standards are introduced to learners in two phases:

Phase One: Probation (first 10 or 42 days);

Phase Two: On Programme.

This phasing is to replicate the world of work and to ensure that learners are supported to meet the College's high expectations through a well-planned and structured induction process.

Phase One – Probation (first 10 or 42 days):

During probation learners will be focused on three common College wide targets:

1. To make a successful start and demonstrate commitment to my new Career Ready Programme I will complete all induction and probation requirements, attend and be punctual to all timetabled lessons, and complete all diagnostic and initial assessments as required by the College.
2. Will demonstrate career ready behaviours by wearing and displaying my ID badge at all times, being respectful and not smoking or vaping on College premises.
3. Engage proactively with the Careers and Learner Support teams to arrange and successfully complete an external work experience placement.

The common targets will apply to all learners and for most learners these targets will be reviewed and personalised at the first Progress Review Week.

Learner performance towards meeting the three common targets will be judged using the defined commitment, behaviour and progress measures outlined within this policy and process. Through meetings and e-ILP updates learners will be rewarded, supported, challenged and sanctioned to meet the expected standards. Learners who at the end of Phase 1 - Probation have not been successful in meeting the common College targets will be withdrawn from their programme of study and be referred by the Head of Learner Development and Support to external agencies.

Learners on short courses (e.g. Adult ESOL) are on probation for only two weeks (10 days). The same probation process outlined above applied to short course learners; however due to the short period of probation learners whose probation attendance is below 90% will be automatically withdrawn from the course.

Exceptions

At the start of the probation phase there will be a small number of learners who will be placed on a Stage 3 Manager Contract at the start of the academic year. These are:

1. Progressing learners who were on a Stage 3 Manager Contract in the summer term of the previous academic year.
2. 16-18 learners who provide no proof (either certificates or grades statements) of their prior English and maths attainment.

In addition to the categories of learners above, Heads of School/Curriculum Managers/Directors have the discretion to place any learner whose status was Red in the previous academic year on a Stage 3 Manager Contract at the start of probation.

Automatic probation withdrawal categories:

1. Learners on short courses whose probation attendance is below 90% will be automatically withdrawn from the course.
2. Adult English and maths learners whose probation attendance is below 90% will be automatically withdrawn from their English and / or maths course.
3. Any learner with outstanding fee payments or processes at the end of the probation period will be automatically withdrawn from the course.

Phase Two – On Programme:

Learners who successfully pass probation will progress to Phase 2 - On Programme (normally after 42 days on long programmes or 10 days on short programmes).

Pro-Monitor is configured to automate a standardized status of learner performance against the Career Ready Standards. These are represented by six Learner Badges displayed against each learner:

- A Commitment - Attendance (Vocational and LDC)
- E Commitment - Attendance (English)
- M Commitment - Attendance (Maths)
- L Commitment - Punctuality
- B Behaviour and Commitment

Statuses are colour coded from Purple to Red. The coding is aligned to the College's disciplinary process and will enable reward, support, challenge and sanction to be consistently put in place. The table below outlines qualitative descriptors indicative of each status. These qualitative descriptors should be used to support the application of the quantifiable measures above.

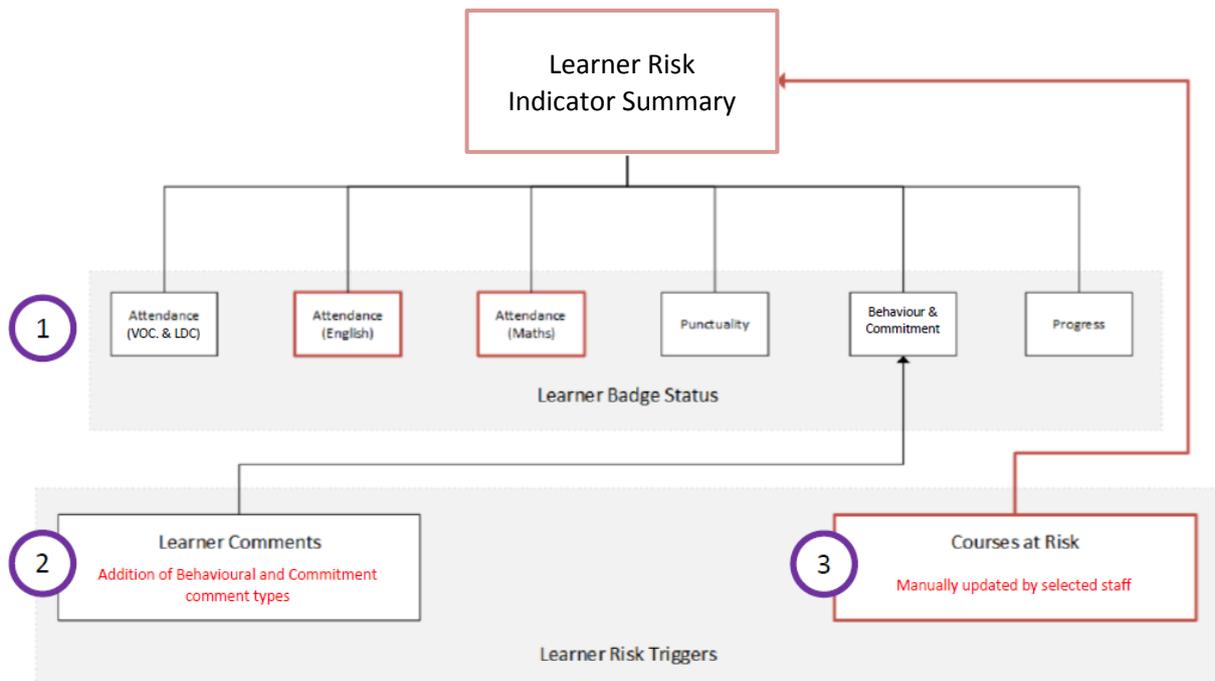
Status	Commitment, Behaviour and Progress Description
Career Ready Excellence (Purple)	<ul style="list-style-type: none"> • Learner is exceeding the Career Ready Standards, is a role model to other learners and is on track to fulfil their progression plan. • Learners who maintain a purple status for 6, 12, 18, 24 and 30 weeks will be recognized with a College certificate.
No Risk (Green)	<ul style="list-style-type: none"> • No commitment, behaviour or progress issues or concerns and learner on track to fulfil their progression plan. • Commitment, behaviour or progress issues or concerns resolved and learner now back on track to fulfil their progression plan.
Low Risk (Yellow)	<ul style="list-style-type: none"> • Minor commitment, behaviour and / or progress issues or a sudden reduction in a single standard which if not resolved would be likely to jeopardize the learner's progression plan.
Medium Risk (Amber)	<ul style="list-style-type: none"> • Repeated, ongoing or multiple minor commitment, behaviour and / or progress issues. • Sudden reduction in one or more standards which if not urgently addressed will jeopardise the learner's progression plan. • Erratic attendance at work experience or other career readiness activity. • Occurrence of misconduct (e.g. abusive or offensive language or behaviour, failure to comply with Health and Safety regulations, serious or persistent disruption to others.) • First occurrence of Plagiarism.
High Risk (Red)	<ul style="list-style-type: none"> • Learner is at imminent risk of leaving the College or failing their programme of study due to sustained commitment, behaviour and / or progress issues. • Refusal to complete work experience or other career readiness activity. • Occurrence of serious misconduct (e.g. violence or serious threat of violence, substance or alcohol misuse, abusive behaviour, bringing college in to disrepute). • Repeated plagiarism or examination mal-practice.

Risk Indicators

In addition to the automated statuses, curriculum staff will be able to set a Risk Indicator status for each learner, for each enrolment. The Risk Indicator status can be set at Red, Amber or Green.

The At-Risk Indicator status will override the overall learner status, where:

- A Red status will trigger an immediate overall red status
- An Amber status will trigger an immediate overall amber status



Conducting Stage 1, 2 and First Stage 3 Meetings

1. Normally meetings will be held one to one basis, between the learner and lead member of staff or manager.
2. Parents, guardians and carers are encouraged to attend to support the learner to meet the College's high expectations.
3. Young, school link or vulnerable learners should be supported by a designated advocate at a meeting.
4. The meeting should focus on the agreed actions and targets that were the focus of the review period. Progress against the agreed actions and targets should be assessed through discussion with the learner and assessment of online or other records.
5. A decision about the learner's progress will be made by the lead member of staff or manager and the meeting outcome and targets will be recorded on Pro-Monitor with a follow up meeting date scheduled to review progress against targets.
6. Follow up meetings will require progress against targets to be reviewed and recorded on ProMonitor. Where insufficient progress is evident, learners will be progressed to the next disciplinary stage, with further targets set with a follow up meeting date scheduled to review progress against targets.

Conducting Final Stage 3 Meetings

Where a learner been set Stage 3 targets and demonstrated in a review meeting that they have failed to meet them, a learner may be withdrawn from their course by the Head of School/Curriculum Manager with the approval of the relevant Director of Curriculum. In this instance the following actions need to be taken:

1. Customer Services will be instructed by the relevant Director or Head of School/Curriculum Manager to confirm in writing to the learner that they have been withdrawn from their programme of study.
2. Customer Services to record the outcome on ProMonitor, notifying all relevant staff members.
3. Head of School/Curriculum Manager to complete a Withdrawal Form and send to MIS.

Suspension

A learner may be suspended from the College immediately if there is reason to believe that the learner has committed an act of gross misconduct. Suspension is a neutral act that allows a full investigation into the alleged gross misconduct to take place. Learners may only be suspended by CLG members, Heads of Schools, Curriculum Managers or Service Managers. Suspension will normally be for a maximum of 10 working days.

Young, school link or vulnerable learners must not be suspended without checks being made that they are appropriately escorted home and/or supervised when they get there if necessary. If a suspended learner has an Education Health Care Plan (EHCP) the Spirals Administrator must be informed.

Learners who are suspended while on site must surrender their ID cards, and be advised that

they must not enter the College unless invited to do so by a College manager, and that they should contact a named person (e.g. Programme Leader/Learner Development Coach) if they wish to contact any member of staff, another learner, or if they wish to enter the College for any reason.

Learners who are suspended while they are off site will be notified by phone call from the customer service team. Young, school link or vulnerable learners will have their parents/guardians contacted in the first instance.

Upon suspending a learner the suspending manager must be immediately recorded the suspension on Pro-Monitor as a meeting (Meeting Type: Suspension) with an appropriate Comment linked to the meeting (see Guide to Adding Suspensions on ProMonitor). The record will automatically generate a notification email that will be sent to:

- a. Clapham and Brixton Security
- b. Customer Services
- c. Safeguarding
- d. Directors of Curriculum
- e. IT Helpdesk
- f. SpirALS Administrator

Involvement of the Police

If criminal activity is suspected, the College may involve the police and reserves the right to pursue such matters through the legal process. Normally the college will not wait until the outcome of any legal case and will pursue disciplinary action according to the timescales set out in this procedure.

Only members of CLG or the Duty Manager may normally agree to notification to the police when criminal activity is suspected. However in the event of an emergency any staff member may call the police if there is a clear and immediate risk to safety and wellbeing of staff or learners.

Where a learner is escorted from College premises by the police, the learner is deemed to be automatically suspended and the suspension process described above will be applied.

Where the police press charges against a learner for an act on College premises this should be noted in the learner's personal file and Pro-Monitor. If charges are pressed against a learner for an act off college premises it will be left to the judgment of the Disciplinary Hearing panel as to whether it is necessary and appropriate to note the details.

Where a member of staff personally wishes to press charges against a learner the member of staff must notify a CLG member and a note placed on the learner's file and Pro-Monitor.

Conducting Final Stage 3 Disciplinary Hearings Following Suspension

In cases where the learner has been suspended following a suspected act of gross misconduct, a Final Stage 3 Disciplinary Hearing will normally be required. The exception to this process would be where a learner accepts responsibility for an act of gross misconduct and agrees to withdraw from their course immediately. In this instance a disciplinary hearing does not need to be held but the following actions need to be taken:

1. Customer Services will be instructed by the relevant Director or Head of School/Curriculum Manager to confirm in writing to the learner the fact that they have agreed to withdraw and that they will be treated as a permanently excluded learner.
2. Customer Services to record the outcome on ProMonitor, notifying all relevant staff members.

3. Head of School/Curriculum Manager to complete a Withdrawal Form and send to MIS.

Where a learner does not accept responsibility for gross misconduct following suspension the following actions will be taken on receipt of the suspension notification email:

1. Customer Services will confirm the suspension in writing and, if required, by phone call.
2. Head of Learner Development will liaise with the learner's Programme Leader/Learner Development Coach to ensure course work is sent to the learner's home address.
3. Head of MIS will ensure registers and other records are updated as necessary so that the learner absence is accurately recorded.
4. Customer Services will assemble the Final Stage 3 Disciplinary Hearing panel, identify an Investigating Officer, and communicate the hearing date and time.
5. On the arranged date the disciplinary hearing, chaired by a Director, will be conducted and recorded using the Final Stage 3 Disciplinary Hearing Record form.
6. Once a decision is reached by the panel, the customer service team will be instructed to record the outcome of the meeting on SharePoint and ProMonitor, and where necessary, inform the learner/parent/guardian verbally and in writing.

Exclusion

In the most serious of circumstances and where it is clear that a learner is not able to meet the College's high expectations they will be permanently excluded. Permanent exclusion has no time limit. However, a learner who has been permanently excluded is eligible to make an application to the College. This application will be reviewed at the discretion of the College Leadership Group. A permanently excluded learner would need to demonstrate a significant change in circumstances or conduct for the College to consider admission. If a significant change is not evident the College will not process the learner's application.

Learners will normally be permanently excluded when:

- Occurrence of serious misconduct (e.g. violence or serious threat of violence, grossly insulting or abusive behaviour, deliberate damage to property, drug use or possession, possession of offensive weapons, bringing the college in to disrepute).
- Repeated plagiarism or examination mal-practice.
- Failing to meet the requirements of a Stage 3 manager contract.
- Following a period of suspension when the investigation and subsequent Final Stage 3 Disciplinary Hearing determines that exclusion is appropriate.
- In cases where a learner has accepted responsibility for gross misconduct and has agreed to withdraw from their course immediately.

A Director of Curriculum will arrange confirmation in writing and by phone call to the learner/parent/guardian verbally and in writing, communicating the fact that they have been permanently excluded.

Learners who are permanently excluded must surrender their ID cards, and be advised that they must not enter the College under any circumstances unless invited to a meeting with a College manager.

Appeals

Learners may appeal exclusion only in the event that they can evidence that the process has not been followed in accordance with this policy.

All appeals must be made in writing to the Head of Quality within five working days of the known outcome. The learner can be supported in making an appeal by their Learner Development Coach (LDC), Teacher or Programme Leader (PL).

Upon receipt of an appeal the Head of Quality will consider and normally respond in writing within 5 working days to confirm whether or not the appeal meets the requirements. If this is the case an appeal meeting will be arranged and confirmed. The appeal may only be made on one or more of the following grounds:

1. Proper processes were not followed as stated in this policy and process.
2. That the process did not identify grounds for mitigation based on information that was available and should have been considered during the support, challenge and sanction process.

The appeal hearing will normally be chaired by a Director of Curriculum. If a Director of Curriculum is not available an alternative senior manager (CLG member) will Chair the appeal meeting.

The appellant will normally receive at least 5 working days' notice of the date of the hearing, and will receive copies of all relevant papers. The appellant will be required to confirm their attendance and whether the details of any representative and/or witnesses they wish to bring. If the appellant does not confirm attendance or does not attend the hearing the appeal will be withdrawn.

The decision of the Chair will be final, with no further right of appeal within the College. The decision will be one of the following:

1. To uphold the appeal in full, in which case the appellant will be re-instated as soon as practicable.
2. To uphold the appeal in part, in which case the sanction may be reduced.
3. To dismiss the appeal, in which case the outcome of the original process will stand.

Normally the appellant will be informed of the decision verbally at the end of the appeal meeting. The appellant will also be formally notified by letter to confirm the outcome, normally within five working days of the appeal meeting.

Procedure for Learners and Potential Learners with Criminal Records

The procedure is for all enrolled learners and potential learners to be screened for criminal convictions and for any disclosures to be dealt with securely, consistently, and fairly. This procedure applies to all potential and actual learners.

Enrolled Learners:

- Where it is revealed during a course that a learner has not disclosed a criminal record, the Programme Leader will, in consultation with the Head of School /Curriculum Manager and Head of Learner Development and Support consider appropriate disciplinary action, dependent on the severity and impact of the disclosure. Where necessary the Head of School/Curriculum Manager and Head of Learner Development and Support will refer for support.
- Minor issue(s) which does/do not pose any risk to the College community or impact on the learner's ability to complete the course will normally result in a Stage 1 (Action Plan).
- Significant issue(s) which might pose a risk to the College community or impact on the learner's ability to complete the course will normally result in a Stage 3 (Manager Contract). This might lead to the learner being withdrawn from the course if the risk is judged to be significant or if they are unable to complete some mandatory element of their course.
- Where a criminal prosecution or conviction occurs during the course, the Safeguarding team led by Head of Learner Development and Support will complete a risk assessment and make a judgment on appropriate action.

Applications – General:

- At interview all applicants to full-time courses and part-time courses are asked at if they have a criminal record.
- This information is collected by the completion of a Criminal Record Information Form (CRI). Where the course applied for involves working with children or adults at risk these should include 'spent' convictions.
- These forms are screened by the Head of Recruitment and Admissions, who makes an initial assessment of whether the record is relevant or not. All CRI forms are held centrally in Admissions and kept securely.
- Where the criminal record is considered relevant it is passed to the assessment panel for a risk assessment. The assessment panel comprises: Director of Curriculum, Head of Recruitment and Admissions and Head of Learner Development and Support. The panel may obtain advice and information from other agencies involved with the applicant, or arrange for the learner to be interviewed to collect further information or to clarify or confirm information.
- The risk assessment will be recorded on Criminal Conviction Risk Assessment Record (CCRA) form and the applicant informed of the outcome by the Head of Customer Service, Admissions and Learning Resources.
- The Head of Customer Service, Admissions and Learners Services will inform relevant staff if a learner is admitted to the course with conditions for managing risk or particular support needs. Information will be shared only on a need to know basis.

Course specific criminal records issues

On certain courses criminal records can be a bar to successful completion of the course or to gaining employment in the vocational area. These issues must be addressed at the interview stage

For courses with mandatory elements which require learners to have DBS (disclosure barring service) checks at the appropriate level, the interviewing tutor will outline the importance of this and the consequences of not disclosing any record, caution, reprimand or final warning no matter how minor, at this stage.

Applicants for these courses should be referred to the DBS team for their checks as early as possible.

Photocopies of the DBS check are kept in a confidential file by the course tutor and destroyed after 6 months.

If a learner declares a criminal record or a DBS check reveals a criminal record which is likely to cause the learner to be unable to complete some mandatory element of the course, a place cannot be offered. The learner should be directed to admissions for advice on other options.

Where a criminal record is revealed which does not impact on the applicant's ability to complete the course, but which might affect their chances of gaining employment in the vocational area, this should be discussed with them and a record of the discussion kept on their file. It should also be pointed out where relevant that universities might refuse places on these grounds. A place can still be offered on the course if the admitting tutor is clear that the learner understands the implications and still has valid reasons for doing the course (e.g. it represents a good general grounding for a number of career options or for admission to a range of university courses).

Right of appeal

An applicant who is unhappy with the outcome of this procedure can appeal to the Principal. The appeal must be in writing and must be made within two weeks of the decision made on the application. The Principal will normally respond within a further two weeks.

Fitness to Study Procedure

The College has a duty of care to learners to respond appropriately to situations where visible signs of illness, mental health impairments, psychological, personality or emotional disorders, hidden signs of illness and issues related to substance abuse may have a disturbing impact on the functioning of individual learners and on the wellbeing of others around them.

This procedure positively and proactively addresses these issues and promotes positive attitudes towards learners with impairments. The College is committed to maintaining learners' wellbeing and the procedure outlines processes and support available to both learners and staff when a learner becomes unwell and/or presents a risk to self and/or others.

It is important to establish that the cause of such concerns may relate to the manifestation of a diagnosed illness, or previously undiagnosed illnesses or with behaviours deemed to be consistent with illness or disability.

Concerns relate to institutional, educational and social domains by evaluating:

- Where aptitude to study is deemed by the College to be neither manageable nor achievable in relation to specific tasks and/or activities;
- Where behaviours are disruptive to the self and/or others, i.e. learners and staff, and represent risk to the self and/or others.

This procedure is not intended to give guidance on wider matters relating to learners with mental health problems but is intended to ensure a consistent and sensitive approach to managing situations where a learner's condition presents possible risk to themselves or others.

Guidelines

The purpose of these guidelines is to support learners and staff in managing scenarios and incidents that cause significant concern:

- To identify the appropriate response by managers, teaching, and support staff where it is not considered appropriate to apply disciplinary procedures, in particular, because the learner's behaviour should be managed rather than sanctioned.
- to provide a co-ordinated approach to the management of a situation where it is apparent that a learner's mental and/or physical functioning may prevent him/her from gaining benefit from the educational and social provision at a particular time, or is adversely affecting the learner experience of others, or has extended beyond the pastoral support that exists within the College;
- to enable staff to identify the limits to the support which they can provide and the appropriateness of referring the learner onto other agencies;
- to signpost areas of support for staff;
- to identify and implement reasonable adjustments where appropriate;
- to ensure appropriate support for learners affected by, or involved in, the interaction with other learners in the aforementioned circumstances;
- To consider the application of temporary suspension or permanent exclusion, and the justification for such an action.

These guidelines are therefore intended to enable a non-judgmental, consistent and sensitive approach to managing situations that require an appropriate level of intervention.

Emergencies

Considering the low numbers of those learners causing significant concern, emergency situations are rare. However, it is good practice to adopt an anticipatory duty to the management of problematic situations so the College's duty of care is exercised with consistency and sensitivity.

This procedure should in no way distract from any acute or dangerous situations where it is believed that a learner's behaviour presents a risk to themselves or others. In such circumstances, the Head of School/Curriculum Manager should be contacted along with security and a designated Safeguarding Officer as appropriate. It should be noted that security staff may have a role but should not coordinate a college response.

In very rare situations a learner may indicate that he/she has suicidal ideation. It is important to ensure that the learner gets medical help as soon as possible. During surgery opening hours, and if the learner is willing to see a doctor, the coordinating manager – who would usually be a designated safeguarding officer - will contact the GP's surgery to explain the situation and also contact the next of kin or named emergency contact. In exceptional circumstances the emergency services may be contacted through the security team. The Head of Learner Development and Support, Directors of Curriculum, Head of ALS and the College's Designated Safeguarding Lead should also be notified.

Emerging and on-going concern(s)

In situations where a learner's behaviour or wellbeing causes concern but does not present an immediate crisis, initial support is best handled 'locally' by an individual who knows the learner best – usually the programme leader, LDC or a member of Learner Services. However, it should be made clear to the learner where there are concerns relating to their mental and/or physical health, and the impact upon the individual and/or other members of the college, that such concerns exceed the usual pastoral role and need to be referred onto specialist support.

Where it is suspected that a learner's behaviour may be related to an ongoing or emerging mental health problem, it is important to consult the ALS / Learner Services team. The learner should be encouraged to get help through their GP. The member(s) of staff may ask the learner's permission to contact their doctor on their behalf and may also report their concerns to other learner support services. If there is a significant concern or risk that a learner may cause harm to him/herself or others, then obtaining the learner's permission to report these concerns is desirable - but not essential.

Disruptive behaviour in college or behaviour otherwise giving cause for serious concern

If there is no improvement in the situation, or if the learner refuses to access support and/or continues to exhibit behaviour that is causing significant concern, a Director of Curriculum, Head of School/Curriculum Manager or Designated Safeguarding Officer may decide to suspend a learner.

Suspension or exclusion of learner

Behaviours within the context of this policy are not mutually exclusive of the Career Ready Standards. A learner can be suspended without prejudice. A learner cannot return to college until a suspension panel meeting has taken place.

The panel meeting will be convened as outlined and it is recognised that the date of a panel meeting may be delayed if attendance of relevant external agencies is deemed to be required.

The panel meeting may consider various options, including recommending additional support strategies to return to study, further suspension until suitable support is available to avoid as far as possible the learner being placed in a more vulnerable situation, or permanent exclusion if the

situation increases the vulnerability of other learners. In reaching these decisions, due care and consideration will be exercised, through consultation with the relevant external agencies as necessary

If the learner's behaviour is such that under normal circumstances they would have been subject to disciplinary procedures, this may remain the most appropriate course of action. However, the fact that a learner may have mental health difficulties in no way lessens the duty of care that the College owes to other learners. The duty of care to a learner with mental health problems should be balanced against the duty of care to all other learners.

Return to Study

It may be appropriate for the learner to return to resume their current studies. If this is the case, it will be necessary to ensure that the learner is assisted by their school, with advice (as appropriate) from ALS staff, Learner Services and/or external agencies. When return to study is not deemed to be an option, the learner should be withdrawn from college with existing appeals processes running as necessary.

Confidentiality

It will be necessary to inform the learner the need to disclose sensitive information, who will have access to this information, and how this information will be shared (Pro-Monitor). Learner consent to share sensitive information should be sought however withheld consent does not mean that information will not be shared. Learners should be advised that the College will share information within the parameters of the Data Protection Act.

APPENDIX

Staff use only

[Address Line 1]
[Address Line 2]
[Address Line 3]
[Address Line 4]

20 June 2018

Dear [Name],

[Course title & Code]

WITHDRAWAL FROM COLLEGE

This letter is to confirm that, following an incident of gross misconduct [give brief details], on [date] you have agreed voluntarily to withdraw from the College. [If not already surrendered] You must hand over your ID card to your Programme Leader/Learner Development Coach.

You are now excluded from your course, and you may not apply or enrol on any course at the College. Permanent exclusion has no time limit. However, a learner who has been permanently excluded is eligible to make an application to the College. This application will be reviewed at the discretion of the College Leadership Group. For your application to be considered you would need to demonstrate a significant change in circumstances or conduct.

Yours sincerely,

[Name]
[Job Title]

Copies sent to:

- List 1
- List 2

Funded by



[Address Line 1]
[Address Line 2]
[Address Line 3]
[Address Line 4]

20 June 2018

Dear [Name],

[Course title & Code]

SUSPENSION FROM COLLEGE

This letter is to confirm that, following an incident of suspected gross misconduct [give brief details] on [date] you are immediately suspended from College pending an investigation and Final Stage 3 Disciplinary Hearing. This suspension will run I the first instance to [date] which will normally be for a maximum of 10 days.

Suspension is a neutral act and not a punishment in itself. Suspension is considered necessary to enable proper investigation of the circumstances of the incident to be carried out. [If not already surrendered] You must hand over your ID card to your Programme Leader/Learner Development Coach.

I will contact you again in the near future in relation to this investigation. In the meantime you are not allowed to enter any of the college buildings at any centre. If you feel you need to contact anyone in the College during the period of your suspension you may contact [Programme Leader/Learner Development Coach] to discuss this. However, you should note that you are specifically forbidden to contact anyone in connection with this incident until our investigation is concluded: contravention of this instruction may be used as part of the investigation findings.

Yours sincerely,

[Name]
[Job Title]

Copies sent to:

- List 1
- List 2

[Address Line 1]
[Address Line 2]
[Address Line 3]
[Address Line 4]

20 June 2018

Dear [Name],

[Course title & Code]

DISCIPLINARY HEARING

As a result of allegations of misconduct, you are required to attend a disciplinary hearing as follows:

Date:
Time:
Room:
Centre:

You should report to Reception on arrival and you will be collected and escorted to the hearing when the panel is ready.

The following are the allegations made against you:

- [details of allegation]

I must stress that these allegations are very serious and, if upheld, could lead to you being given a final written warning or being excluded from the college. I enclose a copy of the Colleges Career Ready Standards for your reference.

The membership of the hearing panel is as follows:

Chair:
Panel Member:
Investigating Officer:

At the hearing you have the right to be accompanied by one person who may be a parent, relative, friend, and member of staff or learner union representative: however you may not be represented by any person who is a practising solicitor or barrister. It is your responsibility to arrange who will accompany you and to invite any witnesses.

You may submit a statement in your defence with any supporting documentation and witness statements. All witness statements must be signed by the witness and all

Funded by



Skills Funding
Agency



European Union
European Social Fund



VAT Reg No.
645 6031 47

witnesses must normally attend the hearing so that they may be questioned on their statements. You may seek advice on College procedures and your defence from Laura Ryan – Head of Learner Development and Support who will allocate a member of their team to support you.

You should advise us at the same time if you require the services of a translator or a signer, or any other special needs.

Please note that, if you do not attend the hearing without good reason and/or without notifying us of your absence then the hearing may proceed and a penalty imposed in your absence.

Yours sincerely,

[Name]

[Job title]

[Contact details]

Copies sent to:

- List 1
- List 2

[Address Line 1]
[Address Line 2]
[Address Line 3]
[Address Line 4]

20 June 2018

Dear [Name],

[Course title & Code]

DISCIPLINARY HEARING OUTCOME

Following the Final Stage 3 Disciplinary Hearing that took place on [date] the panel decided that: [detail outcome]

Please note that, if you should fail to fulfil any conditions set above, the programme Leader/Learner Development Coach may request that the panel reconvenes to consider any further action.

I hope very much that this warning will serve to assist you in successfully completing your studies and that you will be able to work positively with staff and your fellow learners to this end.

Yours sincerely,

[Name]
[Job title]
[Contact details]

Copies sent to:

- List 1
- List 2

Funded by



Attendance Routines

The Career Ready Standards Policy and Process has detailed staff responsibilities for the different risk levels and learner statuses. This document establishes the College protocol for continuous absence intervention. This process complements the Career Ready Standards support, challenge and sanctions steps, and establishes consistent processes to be actioned from existing CRS (Unit-E) weekly absence reports.

Continuous Absence	Process	Lead(s)	Support
1-4 College days	Daily registers completed by Teachers within 30 minutes to trigger Teacher and Attendance Monitor learner contact, intervention and support. All contact recorded on Pro-Monitor (comment).	Teachers	Learner Development Coach
5 College days (7 calendar days)	The report is accessible here. Programme Leader supported by the Learner Development Coach to contact / meet with the learner to support and challenge attendance improvement. All contact / meetings recorded on Pro-Monitor (comment and meeting). Meeting category to be consistent with Career Ready Standards learner stages (e.g. Stage 1). SMART targets also set on Pro-Monitor (targets) if agreed and follow up meeting confirmed and set on Pro-Monitor.	Programme Leader	Learner Development Coach
10 College days (14 calendar days)	The report is accessible here. Programme Leader supported by the Learner Development Coach to contact / meet with the learner to support, challenge and establish sanctions to drive rapid attendance improvement. All contact / meetings recorded on Pro-Monitor (comment and meeting). Meeting category to be consistent with Career Ready Standards learner stages (e.g. Stage 1 or 2). Agreed SMART target(s) also set on Pro-Monitor (targets) if agreed and follow up meeting confirmed and set on Pro-Monitor. Learner Development Coordinator to review all learners to scrutinise the timeliness and consistency of whole College actions and liaise with HoS or CM where intervention not timely.	Programme Leader	Learner Development Coach
		Learner Development Coordinator	Curriculum Manager/Head of School
15 College days (21 calendar days)	The report is accessible here. Curriculum Manager / Head of School to meet with the learner to challenge and establish sanctions to drive rapid attendance improvement. All meetings recorded on Pro-Monitor (meeting). Meeting category to be consistent with Career Ready Standards learner stages (e.g. Stage 3). Agreed SMART target(s) set on Pro-Monitor (targets) and follow up meeting confirmed and set on Pro-Monitor. Directors of Curriculum to review all learners to scrutinise the timeliness and consistency of actions and liaise with HoS or CM where intervention is not timely.	Curriculum Manager/Head of School	Directors of Curriculum
20 College days (28 calendar days)	The report is accessible here. Learner removed by MIS and withdrawal forms sent to VP for approval. Head of Learner Development to complete withdrawal action as per Career Ready Standards.	Directors of Curriculum	Head of MIS and Exams Head of Learner Development

Final Stage 3 Disciplinary Hearings: Guidance for Staff

Order of Proceedings

1. Once notified, the customer service team will assemble the panel, identifying a Chair, Panel Member(s), Investigating Manager, and Note Taker. The customer service team will confirm the process with panel members, as set out in this policy and process.
2. A Director must Chair a final stage 3 disciplinary hearing when a learner is at risk of permanent exclusion, forfeited progression, or being placed on Stage 3 (manager contract) at re-enrolment. Panels will normally include the HoS, CM and / or PC. A member of the customer service team will act as note taker (see details of panel roles).
3. The customer service team will confirm a date, time and location of the hearing via ProMonitor, SharePoint and Outlook. The date of the hearing should allow sufficient time for the Investigating Manager to complete necessary investigations and usually be no more than 5 working days after the initial date of notification.
4. The customer service team will ensure that learners receive good notice about a final stage 3 hearing via the customer service team by letter and phone call. When notifying a learner of a final stage 3 meeting the customer service team must ensure that the learner is made aware of the process to be followed, has the opportunity to name advocates or witnesses and request any reasonable support. College hearings are not legal hearings, legal rules of evidence do not apply therefore the College does not permit lawyers, solicitors or other such external support to be present.
5. The hearing should follow the steps detailed in the Final Stage 3 Disciplinary Hearing Record Part A and be conducted in a formal style. Hearings will begin by introducing all those present (including learner advocates, witnesses or support), followed by an explanation of the purpose of the meeting, and potential outcome of the meeting i.e. no action, placement on an appropriate CRS stage, permanent exclusion, forfeited progression, or when internally progressing, placement on Stage 3 (manager contract) at re-enrolment.
6. Following introductions, the Chair will first invite the Investigating Manager to present information, timelines, background or mitigating factors. The panel and learner/advocate(s) will be able to ask questions to ensure all attendees are clear on the points raised.
7. The learner will then have the opportunity to present their case, responding to the findings of the investigating manager. Again, the panel will be able to ask questions to ensure all attendees are clear on the points raised. The Chair should then summarise the key points raised during the meeting to facilitate understanding.
8. The Chair may adjourn the panel at any time if required. Adjournments can be made with the permission of the Chair at the request of the learner or panel member. Adjournments may be short to allow time for private discussion or to check a piece of evidence: the Chair should specify the length of any adjournment. If the panel is not satisfied that it has sufficient information or evidence on which to make a decision the Chair may ask for the panel to be re-convened at a later date to enable such information or evidence required by the panel to be produced.
9. Once all information, timelines, background or mitigating factors have been presented the Chair should then ask all except the panel members and the note-taker to withdraw. The Chair will then lead the panel discussion to decide action to be taken. The panel will agree a course of action, either unanimously or by a majority. In the case of only two panel members being present, the Chair shall have the casting vote. College hearings are not legal hearings, legal rules of evidence do not apply, and it is not therefore necessary to use the legal test of 'beyond reasonable doubt'. However, the panel should endeavour to reach a fair decision based on the balance of probabilities as to whether or not the evidence presented proves the case being made against the learner.

10. The Chair should reconvene the meeting and, where possible, communicate the panel's decision immediately to the learner verbally, and in the case of exclusion advise the learner that s/he will receive the formal decision in writing normally within 5 working days of the hearing taking place.
11. Where a decision requires extended discussion the Chair will explain that a decision will be confirmed verbally and in writing within 5 working days.
12. The Chair should arrange, if there have been any victims, or alleged victims, of misconduct for them to be advised of the outcome of the hearing and the reasons for this.
13. Once a decision is reached by the panel, the customer service team will be instructed to record the outcome of the meeting on SharePoint and ProMonitor following the guidance, and where necessary, inform the learner/parent/guardian verbally and in writing.
14. Where necessary a Withdrawal Form will be completed by the relevant manager and sent to MIS.

Roles and Responsibilities

Chair

The Chair will complete the Final Stage 3 Disciplinary Hearing Record Part A paperwork and structure the meeting based on the given steps.

The Chair must ensure that the hearing follows the policy, is conducted in a formal style, that there is full participation during the hearing, that all relevant matters are discussed, and that appropriate decisions are made.

The Chair will begin the meeting by introducing all those present (including learner advocates, witnesses or support), followed by an explanation of the purpose of the meeting, and potential outcome of the meeting.

Following introductions, the Chair will first invite the Investigating Manager to present information, timelines, background or mitigating factors. The panel and learner/advocate(s) will be able to ask questions to ensure all attendees are clear on the points raised.

Once all information, timelines, background or mitigating factors have been presented, the Chair will lead the panel discussion to decide action to be taken. In the case of only two panel members being present, the Chair shall have the casting vote.

The Chair should, where possible, communicate the panel's decision immediately to the learner verbally, and in the case of exclusion advise the learner that s/he will receive the formal decision in writing normally within 5 working days of the hearing taking place.

The Chair will instruct the customer service team to record the outcome of the meeting on SharePoint and ProMonitor following the guidance, and where necessary, inform the learner/parent/guardian verbally and in writing.

The Chair should arrange, if there have been any victims, or alleged victims, of misconduct for them to be advised of the outcome of the hearing and the reasons for this.

Panel Member(s)

The panel will participate in the hearing by asking questions to both the Investigating Manager and subject of the disciplinary hearing at the appropriate stages of the hearing.

Following presentations and questions the panel will agree a course of action, either unanimously or by a majority. The panel should endeavour to reach a fair decision based on the balance of probabilities as to whether or not the evidence presented proves the case being made against the learner.

Investigating Manager

The Investigating Manager is responsible for collating all evidence in relation to the allegation(s). This could include interviewing staff or learners, requesting written statements from all, parties, and

reviewing CCTV footage. In some cases it may involve liaison with external stakeholder or members of the public.

Prior to the hearing, the collated evidence will be shared with the customer service team to ensure it is passed on to the panel before the hearing takes place.

During the hearing the Investigating Manager will present the collated information, timelines, background or mitigating factors. Following presentation, the Investigating Manager will respond to questions from the panel and learner in order to provide clarity.

Before the hearing is closed to allow the panel to draw a conclusion the Investigating Manager will make recommendations based on the findings. This will not dictate the panel conclusion but may influence it.

Customer Service Team

The customer service team will allocate a member of staff to arrange the hearing once notified of the need via ProMonitor. The customer service staff member will identify a date and time and room for the hearing based on staff and room availability. They will notify all involved via Outlook calendar invite. This will include notification of the staff members fulfilling each role so that the Investigating Manager can ensure the evidence is collated in a timely manner.

Once a panel has been formed and a date and time identified, the customer service staff member will send notification to the learner/parent/guardian verbally and in writing. Where a learner is under 18 and has no parent or guardian present a member of the Safeguarding or LDC team will be invited to accompany the learner in the hearing.

On the day of the hearing the assigned member of the customer service team will contact the learner to confirm their attendance at the hearing. If a learner does not attend and there are no mitigating factors, the hearing will take place in their absence.

Note Taker

The Note Taker will be allocated from the customer service team. They will ensure that the Career Ready Standards Policy Final Stage 3 Disciplinary Hearing Record Part B is completed during the hearing to record the minutes of the meeting.

Following the hearing, the note taker will be instructed to record the outcome of the meeting on SharePoint and ProMonitor following the guidance, and where necessary, inform the learner/parent/guardian verbally and in writing.

Recording Final Stage 3 Disciplinary Hearing Outcomes on ProMonitor

Step 1: Adding a Meeting

1. Find the suspended learner by selecting **Search > Student**.
2. Once the result is returned, click on the learner name to open the learner ProMonitor page in a new tab.
3. In the left hand navigation panel under **Meetings and Comments**, click on **Meetings**.
4. Add a new Meeting by entering:
 - a. **Date of hearing**
 - b. **Time of hearing**
 - c. **Final Stage 3 Disciplinary Hearing as Meeting Type**
5. Click **Add**.

Manage All Meetings

Meeting Date:	Time:	Meeting Type	Reviewed
No Records Found.			
<input type="text"/>	<input type="text"/>	--Select a Meeting Type--	<input type="checkbox"/>
		Amber Status - Stage 2 - Manager Action Plan	
		Career Ready Standard Met - No Action Plan	
		Final Stage 3 Disciplinary Hearing	
		General 1:1	
		Progress Review Update	
		Progress Review Week Meeting	
		Red Status - Stage 3 - Manager Contract	
		Suspension	
		Yellow Status - Stage 1 - Action Plan	

Step 2: Adding a Comment

6. In the left hand navigation panel under **Meetings and Comments**, click on **Learner Comments**.
7. Click **Add**.
8. Add the following details in the New Comment dialogue box:
 - **Comment Type:** select the meeting outcome i.e. Career Ready Standard Met; Stage 1, 2 or 3; Exclusion.
 - **Select a Tutor:** Manager; Primary Tutor; LDC; Director of Curriculum; Head of Learner Development and Support.
 - **Free Text Box:** add a summary of the reasons for exclusion. This should be the same reason that will be detailed on the Final Stage 3 Disciplinary Hearing outcome letter.
 - **Link to a Meeting:** select the Suspension meeting you just created.
 - **Reason:** Career Ready Standards Met; Career Ready Standards Not Met.
 - **Link to enrolment:** select main aim.
9. Click **Save**

Recording Suspension on ProMonitor

Step 1: Adding a Meeting

1. Find the suspended learner by selecting **Search > Students**
2. Once the result is returned, click on the learner name to open the learner ProMonitor page in a new tab.
3. In the left hand navigation panel under **Meetings and Comments**, click on **Meetings**.
4. Add a new Meeting by entering:
 - a. **Current date**
 - b. **Current time**
 - c. **Suspension as Meeting Type**
5. Click **Add**.

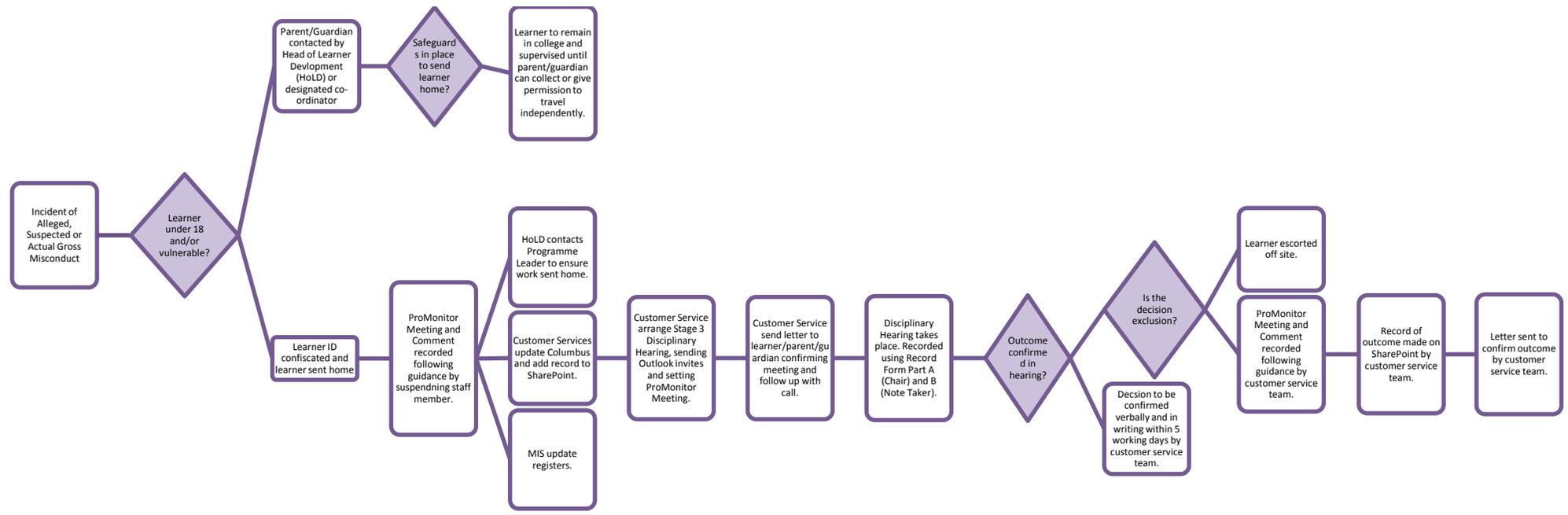
Manage All Meetings

				Key:	
	Meeting Date:	Time:	Meeting Type	Reviewed By:	
Edit	Oct 20 2016	10:15	Progress Review Week Meeting	Carolyn Callender	
			--Select a Meeting Type--		
			Amber Status - Stage 2 - Manager Action Plan		
			Career Ready Standard Met - No Action Plan		
			External Meeting		
			General 1:1		
			Green Status - Career Ready Standards Met		
			Progress Review Update		
			Progress Review Week Meeting		
			Purple Status - Career Ready Standards Exceeded		
			Red Status - Stage 3 - Manager Contract		
			Suspension		
			Yellow Status - Stage 1 - Action Plan		

Step 2: Adding a Comment

6. In the left hand navigation panel under **Meetings and Comments**, click on **Learner Comments**.
7. Click **Add**.
8. Add the following details in the **New Comment** dialogue box:
 - **Comment Type:** Suspension.
 - **Select a Tutor:** Manager; Primary Tutor; LDC; Director of Curriculum; Head of Learner Development and Support.
 - **Free Text Box:** add a summary of the reasons for suspension. This should be the same reason that will be detailed on the suspension letter/invite to Final Stage 3 Disciplinary Hearing Letter.
 - **Link to a Meeting:** select the **Suspension** meeting you just added.
 - **Reason:** select **Career Ready Standards Not Met**.
 - **Link to enrolment:** select main aim.
9. Click **Save**.

Suspension to Stage 3 Disciplinary Hearing Flowchart



Career Ready Standards Policy Final Stage 3 Disciplinary Hearing Investigating Manager Record Form



Investigating Manager		Date	
------------------------------	--	-------------	--

Appellant(s) Name	ID	Course Code

Date of incident	
Allegation	<hr/> <hr/> <hr/> <hr/>

Witness Statement(s) Received

Name	ID	Course Code	Y / N
<hr/>			<input type="checkbox"/>

Key details from statements	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
------------------------------------	---

ProMonitor Checked	<input type="checkbox"/>	ALS	<input type="checkbox"/>	EHCP	<input type="checkbox"/>	LAC	<input type="checkbox"/>	Safeguarding Concern	<input type="checkbox"/>
Video footage	<input type="checkbox"/>	File Location							

Recommendation	1. No action required							<input type="checkbox"/>
	2. Warning		Stage 1	<input type="checkbox"/>	Stage 2	<input type="checkbox"/>	Stage 3	<input type="checkbox"/>
	3. Permanent exclusion							<input type="checkbox"/>

Career Ready Standards Policy Final Stage 3 Disciplinary Hearing Record Part A

Date:
Time:
Room:



Learner Details

Family/Last Name	First Name(s)	Student Reference No.
Course Title		Course (& Period) Code
Parent/Guardian/Support		

Panel Members

Chair (Director)	Investigating Manager
Panel Member 1 (HoS/CM/PC)	Panel Member 2
Note taker	Witnesses

Process		<input type="checkbox"/>
1.	Introductions led by Chair. Explain purpose of meeting, roles, and possible outcomes i.e. 1. No action 2. Warning (at the stage relevant to the issue) 3. Permanent exclusion	
2.	Confirm that recording the meeting and legal representation is not permitted.	
3.	Investigating Manager present information, timelines, background or mitigating factors.	
4.	Following presentation, the panel and learner to ask follow-up questions for clarity.	
5.	Learner to present their viewpoint in relation to the allegation and findings. Witnesses called as agreed.	
6.	Following presentation, the panel and Investigating Manager to ask follow-up questions for clarity.	
7.	Investigating Manager to make recommendations based on the findings. Learner to be advised that: <i>College hearings are not legal hearings, legal rules of evidence do not apply, and it is not therefore necessary to use the legal test of 'beyond reasonable doubt'. However, the panel will endeavour to reach a fair decision based on the balance of probabilities as to whether or not the evidence presented proves the case being made against you</i>	
8.	Learner to be asked whether they feel the process has been fair, and informed of right of Appeal.	
9.	All <i>except</i> the panel members and the note-taker to withdraw. The panel discuss findings and agree an outcome, either unanimously or by a majority. In the case of only two panel members being present, the Chair shall have the casting vote	
Outcome		<input type="checkbox"/> Details:
1. No action required		
2. Warning (at the stage relevant to the issue)		
3. Permanent exclusion		
10.	If possible, the Chair should reconvene the meeting and communicate the outcome immediately to the learner.	
11.	Request outcome letter is sent to parents/guardian/learner by customer service/administration staff.	
12.	Request ProMonitor is updated with outcome by customer service/administration staff.	
Chair Signature:		Date:

Career Ready Standards Policy Appeal Hearing Record Part A

Date:

Time:

Room:



Learner Details

Family/Last Name	First Name(s)	Student Reference No.
Course Title	Course (& Period) Code	
Parent/Guardian/Support		

Panel Members

Chair (Director)	Panel Member 1 (HoS/CM/PC)
Panel Member 2	Note taker
Witnesses	

Process

1.	Introductions led by Chair. Explain purpose of meeting, roles, and possible outcomes i.e. 1. Appeal upheld in full 2. Appeal upheld in part 3. Appeal dismissed	<input type="checkbox"/>
2.	Confirm that recording the meeting and legal representation is not permitted.	<input type="checkbox"/>
3.	Chair to summarise previous findings and sanctions that are subject to appeal.	<input type="checkbox"/>
4.	Learner to present their appeal case. Witnesses called as agreed.	<input type="checkbox"/>
5.	Following presentation, the panel ask follow-up questions for clarity.	<input type="checkbox"/>
6.	Learner to be asked whether they feel the appeal process has been fair.	
7.	All <i>except</i> the panel members and the note-taker to withdraw. The panel discuss appeal case and agree an outcome, either unanimously or by a majority. In the case of only two panel members being present, the Chair shall have the casting vote	<input type="checkbox"/>

Outcome		Details:
1. Appeal upheld in full	<input type="checkbox"/>	
2. Appeal upheld in part	<input type="checkbox"/>	
3. Appeal dismissed	<input type="checkbox"/>	

8.	If possible, the Chair should reconvene the meeting and communicate the outcome immediately to the learner.	<input type="checkbox"/>
9.	Request appeal outcome letter is sent to parents/guardian/learner by customer service/administration staff.	<input type="checkbox"/>
10.	Request ProMonitor is updated with appeal outcome by customer service/administration staff.	<input type="checkbox"/>

Chair Signature:	Date:
------------------	-------

Career Ready Standards Policy Fitness to Study Meeting Record

Page: of

Date:

Time:

Room:



Learner Details

Family/Last Name	First Name(s)	Student Reference No.
Course Title	Course (& Period) Code	
Parent/Guardian/Support		

Panel Members

Chair (Director)	Panel Member 1 (HoS/CM/PC)
Panel Member 2	Note taker
Witnesses	

The College has a duty of care to respond appropriately to situations where there are substantial concerns relating to a learner's mental and/or physical functioning and the impact upon the individual and/or other members of the College community.

The purpose of this Fitness to Study meeting / review is to provide a co-ordinated approach to the management of a situation where it is apparent that a learner's mental and/or physical functioning may prevent them from gaining benefit from the educational and social provision at a particular time, or is adversely affecting the learners experience of others, or has extended beyond the pastoral support that exists within the College.

Background *(explain why Fitness to Study review is taking place)*

Safeguarding and behaviour concerns

Outline of how support needs can be met, or limit of support available

Risk Assessment *(include reports from supporting e.g. social services, probation officers, mental health agencies, police)*

Outcome and Recommendations

Chair Signature	Date
-----------------	------