



**Greenhead College  
Corporation**

**STUDENT RE-  
ENGAGEMENT POLICY**

*Reviewed June 2022*

## **Greenhead College**

### **Student Re-engagement Policy and Procedure**

#### **Introduction**

Greenhead College expects high standards of student behaviour and commitment which are set out in the student's Learning Agreement (see Note 4, pages 6 & 7) which is signed by each student when they enrol.

The ethos of the College is that all students are individuals, exceptions and to be valued. When students are unable to meet the requirements they have agreed to, the College will work to re-establish the Learning Agreement through positive encouragement and manageable target setting. This is in line with the College's ethos of removing any barriers that make it difficult for students to meet their responsibilities.

#### **Stage 1**

Where there is an issue with a student's attendance, punctuality, behaviour, attitude or work completion in a particular subject, the matter should be dealt with by the Teacher. This will involve discussing the matter with the student. Some informal target setting may also be beneficial, as may attendance at any available help sessions.

The Teacher's Head of Department (HoD) may become involved if the issue does not get resolved. Actions involving the HoD (or 2<sup>nd</sup> in Department) may encompass discussing the problem with the student and some further target setting. It isn't necessary for the HoD (or 2<sup>nd</sup> in Department) to get involved in every student issue. There will be occasions when the Teacher may wish to make their HoD aware of a problem affecting a student but this stage in the process should be flexible enough so as not to be burdensome. It is all to do with individual student cases and what is right for the student.

The most relevant and important interventions by staff members should be recorded on the pastoral log so that all relevant staff can see what action has been taken. In particular, the Personal Tutor will need to see what interventions have occurred and if there are issues in more than one subject, so that these can be fed back to all Teachers and, where necessary, HoDs.

If after two or three interventions the Teacher (and, if applicable, the HoD or 2<sup>nd</sup> in Department) is unable to re-establish the Learning Agreement, they will contact the student's Personal Tutor who will also discuss the issue(s) with the student. If they deem it necessary, the Personal Tutor will hold a meeting with the student and place them on a Stage 1 contract, setting objectives to meet over the next few weeks, e.g. improving grades, improving attendance, etc. The Personal Tutor may also record any concerns on CPOMS. It will also be beneficial at this stage for the Personal Tutor to signpost the student to other areas of the College for support, e.g. Careers staff, Additional Learning Support staff, College Counsellor, Safeguarding Coordinator, etc.

If there are no signs of re-engagement the decision may be made by a Senior Tutor, Assistant Principal or the Deputy Principal to progress to Stage 2 and inform the Personal Tutor. It will not be necessary to involve parents/carers at this stage. However, the College's philosophy is to deal with individual cases and what is right in these circumstances, in which case parents/carers may be contacted.

## Stage 2

Like Stage 1, this part of the process should be flexible enough to take into account individual student cases and what is right for the student.

The Personal Tutor (or Senior Tutor) will invite the student to attend a meeting. The meeting will clearly set out the requirements for re-establishing the terms of the Learning Agreement within a stated timeframe and any support that the College will provide for the student.

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

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

If the Learning Agreement has not been re-established within a stated period of time or has been broken again, the Senior Tutor, Assistant Principal or Deputy Principal may decide to continue with the Stage 2 contract or invite the student and his/her parents/carers to attend a Stage 3 meeting.

## Stage 3

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

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

At this meeting, the Personal Tutor (or Senior Tutor) will present the circumstances which have led to Stage 3 of the College's Re-engagement Procedure. The student and the parents/carers will then be able to present their view of the issues involved. The member of SLT will decide if any further action is required.

The meeting will clearly set out the requirements for re-establishing the terms of the Learning Agreement within a stated timeframe and any support that the College will provide for the student.

However, the member of SLT also has the authority to take appropriate action up to permanent withdrawal of the student from the College. This action may be taken at the Stage 3 meeting itself or at a review meeting (or meetings) of Stage 3 after a given period of time where the Learning Agreement has not been re-established.

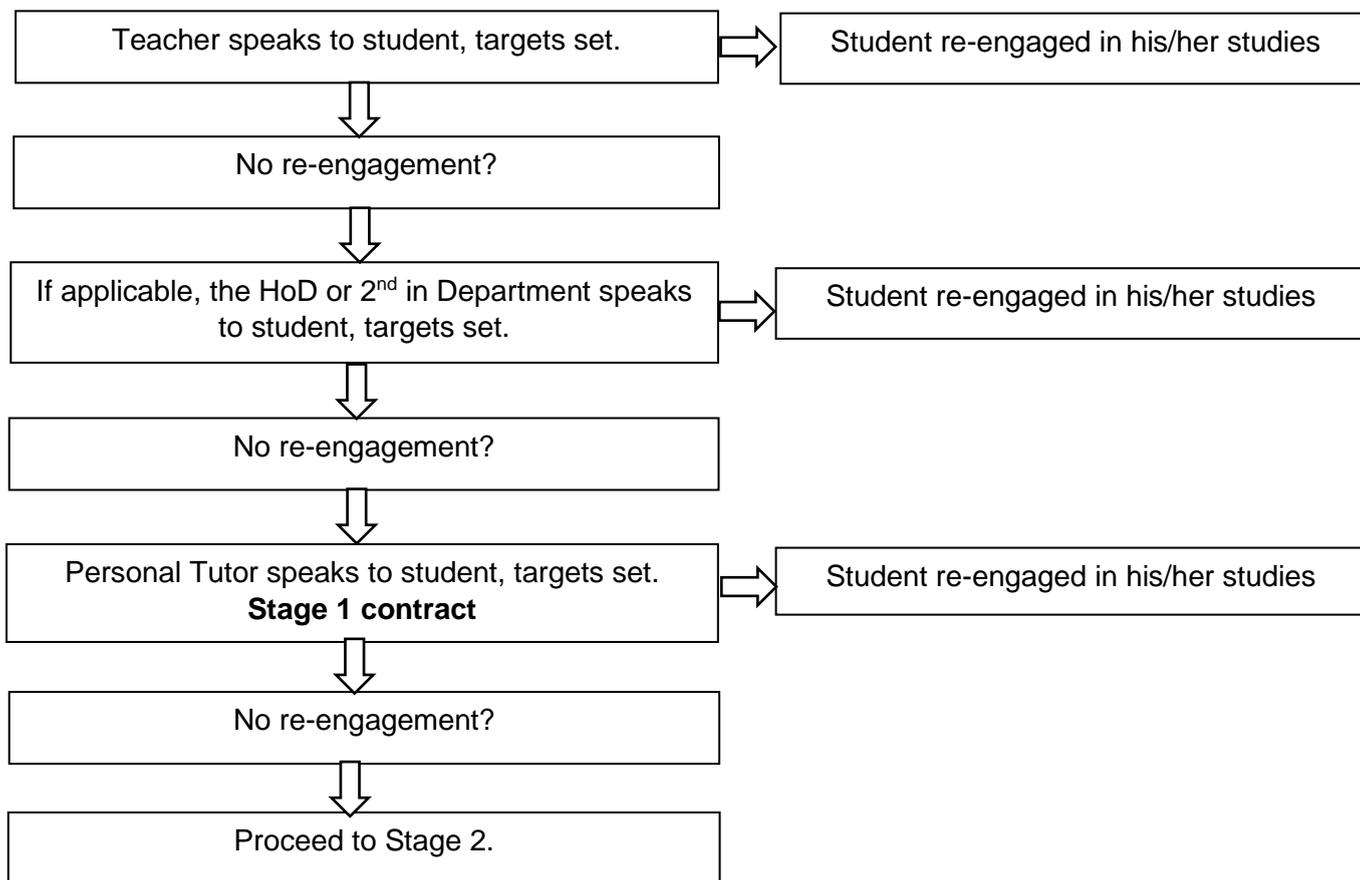
**It should be repeated that the purpose the College's procedure is to re-engage students by valuing their potential and removing barriers wherever possible. In short, withdrawal of a student from College will be avoided if at all possible and would only be taken if it was felt that all other options taken by the College to re-engage the student had failed.**

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

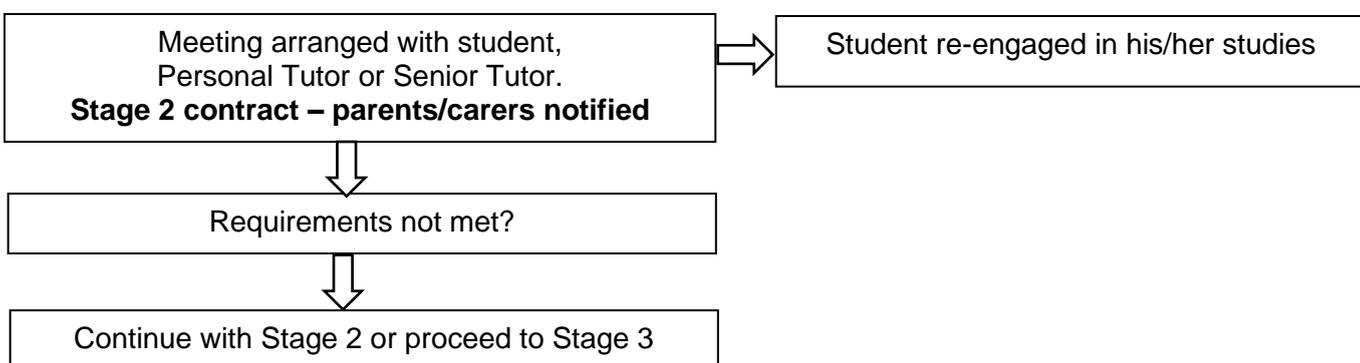
The outcome of the meeting(s), including a copy of the contract, should be set out in a letter/email to parents/carers. If withdrawal from College is the outcome of a meeting, the letter/email will also set out the process for an Appeal.

### Student Re-engagement Procedure Flow Chart for Stages 1-3

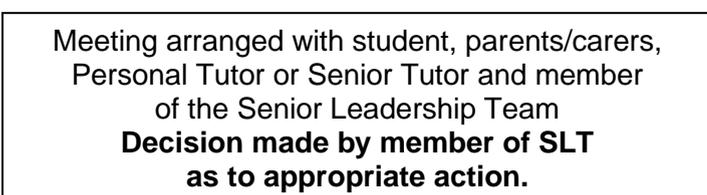
#### Stage 1



#### Stage 2



#### Stage 3



### **Note 1: Appeal Hearings**

If the student and/or the parents/carers do not accept withdrawal from College as the outcome of Stage 3, they have the right to appeal. If they wish to do this they should write to the Principal setting out the grounds for their appeal within five working days of receipt of the letter/email from the member of SLT. The grounds for an appeal would normally be that the decision to withdraw the student was unreasonable because i) there was procedural irregularity in the application of this policy or ii) the student's performance was affected by circumstances which were not fully communicated or evidenced at the time the original decision was made.

The Principal will liaise with the Clerk to the Corporation to convene the Appeal Hearing Panel to take place within ten days of receipt of the appeal letter. This will consist of a Governor who is not an employee or student of the College who will Chair the Panel; the Principal of the College; and a third member who may be another Governor as above or an independent person invited by the Chair. None of the members of the Appeal Panel will have had any previous involvement in the issues so that they can give a fresh and independent view.

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

### **Note 2: Emergency Action**

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

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

### **Note 3: Progression from year one to year two**

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

However, in the latter case this decision will only be taken when a combination of factors clearly inhibit the student from successfully passing their A Level course. These factors would normally relate to underperformance in some or all of the following areas: mock exam results, homework record, attendance, behaviour or commitment, monitoring grades, failure to act on previous attempts at re-engagement. In short, a holistic overview of the student's performance

in the first year rather than one single measure. Importantly, each case will be examined on an individual basis and what is right for the student. Where students do not progress to year two, s/he will be supported to secure alternative education or training through support from C&K Careers.

#### **Note 4: Learning Agreement**

##### **The College will provide**

- Initial and continuing information, and guidance about courses at the College which will meet your needs and aspirations
- Effective teaching, assessment and feedback
- Facilities and resources to help you study effectively
- A safe environment for all students. Staff are available for consultation and a confidential counselling service and support from external agencies can be sought when needed. No student should ever feel that there is no-one to talk to
- The encouragement and climate to help you acquire good independent learning skills and study habits
- Regular reports and assessments of your progress, which will take account of your abilities and aspirations for the future
- Opportunities to talk with you and your parent(s)/carer(s), both at regular published meetings and whenever you request an appointment
- A comprehensive Tutorial programme
- A diverse Enrichment programme
- Opportunities to boost your employability skills throughout your time at College (such as the PaWS Week) in order to prepare you for the world of work
- Careful and comprehensive information, and guidance about progression to higher education and employment through our Careers service and Tutorial programme (you can continue to use this up to three years after leaving College).

##### **As a student at Greenhead College, you**

- Will respect the diversity of the College community (both staff and students), local residents and members of the public, and treat others as you would want to be treated
- Will have tolerance and mutual respect for those with different faiths and beliefs
- Are expected to behave appropriately in the College environment and its surroundings, and follow instructions from members of staff
- Will attend all timetabled classes, Tutorials and Assemblies, including all additional commitments, such as sessions in the Study Centre, subject support sessions, Enrichment activities, PaWS week, field trips, and any other commitments
- Are expected to reach and sustain high standards of work and meet all course requirements
- Are expected to complete to the best of your ability all homework, projects and assignments to set deadline dates
- Are expected to wear your lanyard displaying your ID card whilst on site at all times
- Are expected to use your study periods to complete homework, consolidate work covered in class and revise for internal and external assessments. Both A1 and A2

students are expected to undertake approximately five hours per week of independent study per subject

- Will respect the working environment including the classrooms, Library, Study Area (G1) and the Study Centre
- Are expected to be available to see staff at times when you are not timetabled between the hours of 8.45am and 3.55pm, Monday to Friday
- Will provide stationery, paper and other study equipment necessary to complete your course
- Will adhere to all College policies and procedures.

<b>Author:</b>	<i>Principal</i>
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*“This policy has been impact assessed to ensure it complies with all aspects of Equality and Diversity. Members are reassured that this policy is compliant with current equality legislation”.*