



Strategies for Success Policy

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| Author / responsibility: | Assistant Principal (Student Support) |
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- Mental Health and Wellbeing Strategy
- Sexual Harassment Approach
- Relationship and Sexual Education Policy
- Equality, Diversity and Inclusion Policy
- Use of Reasonable Force & Physical Intervention Policy
- Safeguarding & Child Protection Policy

Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment.

Inspired by the Gospel call that all may 'have life, and have it to the full' (John 10:10), this Strategies for Success Policy is rooted in the Catholic tradition of mercy and justice, promoting reconciliation and restorative justice in order to heal relationships where possible, uphold dignity, and enable all members of the College community to flourish.

1. Student Code of Conduct

As a student at Carmel College, you are expected to:

- Respect and uphold the caring ethos and values of our college
- Treat all members of the College community with respect and courtesy
- Respect the beliefs, rights and feelings of others as identified in the College Equality, Diversity and Inclusion Policy
- Understand that both college staff and students need to work together.
- Maintain acceptable standards of behaviour
- Fulfil the terms of your Learning Agreement *
- Assume responsibility for your own learning and behaviour
- Wear your ID badge in college and show it to any member of the college staff when asked
- Bring visitors to check in at reception. If you are aware of any unauthorised visitors, you must report this to a member of staff
- Protect the reputation of the college and ensure that the good name of the College is upheld at all times
- Be an ambassador for the College in the local area: be courteous and polite to members of the local community.

In order to support a peaceful and safe college environment the college will not tolerate the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, any part of the college or college grounds including sports fixtures or other performances
- Bullying, harassment or discrimination against any member of the College community
- The use or threat of physical aggression towards another person regardless of whether or not the behaviour constitutes a criminal offence.
- The possession of any bladed articles, offensive weapons or firearms
- The use of/ being under the influence of alcohol, illegal drugs, legal highs or any other non-prescribed psychoactive substances, or bringing any of these into college
- The use of loud/or offensive language, swearing or cursing
- Damage to or destruction of college property
- Abusive or threatening messages via any college communication system
- Defamatory, offensive or derogatory comments regarding the college or any members of the college community via any form of social media
- The capturing of any form of media (photography, video or voice recording) of any member of the college community, including modification of any form of media using AI generated software.
- Smoking or use of e-cigarettes on any part of the College campus including immediately outside the College entrances
- Behaviour in a manner, within or outside College, that may bring the College into disrepute. This includes any criminal or antisocial behaviour.

Should any of the above behaviour occur on college premises, the college may feel it is necessary to use the disciplinary system, the power to use reasonable force or alternatively contact the appropriate authorities.

We trust that all students assist our college with the implementation of this code to maintain the college environment.

* Terms of Learning Agreement

Attendance:

The College Attendance Procedure requires all students to aim to achieve 100% attendance (including those absences authorised by the College).

Attendance includes all timetabled sessions. Failure to meet these targets, other than in extenuating circumstances, may result in students having to pay their own exam fees.

Progress:

The College expects all students to make every effort to achieve the highest possible examination grades, based on their individual Entry Qualifications, and to fulfil the requirements set out in the student agreement. Students should not be enrolled at other institutions on other funded programmes of study.

Withdrawal:

The College expects all students to confirm their intention to leave college by completion of appropriate leaving documentation. However, after 4 weeks of non-attendance a student is assumed to have left college.

Study Leave:

Year 13 A level classes usually end in May, and you will need to agree a detailed revision programme with your tutor. You will be required to attend College from time to time during this period of study leave to meet with your teachers and discuss progress with your revision.

Year 12 students will generally continue to the end of the College year, and you will need to attend all timetabled lessons as directed.

E-Safety:

The terms outlined in this code of conduct are also applicable to on-line behaviour. The college has a robust monitoring system and any student displaying behaviour on-line which is not in line with college standards and expectations will be challenged appropriately.

2. Standards and Expectations

Standards and Expectations are displayed in all classrooms and addressed during induction.

1. 100% attendance and punctuality.
2. 100% effort and focus during lessons.
3. Complete all classwork and homework to the best of your ability.
4. Respect all staff and your peers, all the time.
5. Bring relevant equipment for your subjects, such as pen, paper, ruler, calculator.
6. Keep your notes and subject resources organised.
7. Move around college in an orderly and respectful manner.
8. Keep online communication (with staff and your peers) respectful.
9. Use study periods productively.
10. Keep part time working hours in line with college expectations (8-10 hours).
11. No mobile phones or earphones in lessons.
12. Only water is allowed in classrooms (no other food or drink).
13. Always wear your student ID.

3. Parent/Carer Code of Conduct

At Carmel College, we are very fortunate to have a supportive and friendly parent body. As a partnership, our parents/carers will understand the importance of a good working relationship to equip students with the necessary skills for adulthood.

We believe it is important to:

- Work in partnership with parents/carers to support their young person's learning
- Create a safe, respectful and inclusive environment for students, staff and parents/carers
- Model appropriate behaviour for our students at all times.

College Expectations

We expect parents/carers and other visitors to:

- Respect the ethos of the college
- Work together with staff in the best interests of our students
- Maintain reasonable expectations for staff response to general communications (three working days)
- Treat all members of the college community with respect
- Seek a peaceful and reasonable solution to all issues
- Seek to clarify a student's version of events with the college's view in order to bring about a peaceful solution to any issue
- Correct their own young person's behaviour, particularly in public, where it could lead to conflict, aggression or unsafe conduct.

Behaviour that will not be tolerated:

- Disrupting, or threatening to disrupt, college operations (including events on the college grounds and sports team matches)
- Swearing, or using offensive language
- Threatening to do actual bodily harm to another, regardless of whether the behaviour constitutes a criminal offence
- Displaying a temper, or shouting at members of staff, students or other parents/carers
- Damaging or destroying college property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Unreasonable demands upon college staff to respond to a parental query, or expectations for staff to communicate outside of normal working hours
- The college does not permit electronic recordings of meetings or telephone calls by parents or staff without the explicit prior permission of all involved, and in agreement with senior managers
- Making serial and unreasonable complaints (please see complaints policy)
- Posting defamatory, offensive or derogatory comments about the college, its staff or any member of its community, on social media platforms
- Use of physical punishment against your young person
- Any aggressive behaviour (including verbally or in writing) towards another student or adult
- Disciplining another young person– please bring any behaviour incidents to a member of staff's attention
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- Possessing or taking drugs (including legal highs).

Should any of the above behaviour occur on premises, the college may take any of the following actions:

- Ending a meeting if this behaviour is displayed
- Not replying to communications that are offensive, abusive or derogatory
- Insist that the adult communicates with the college through one member of staff only
- Contact the appropriate authorities
- Consider banning the offending adult from entering the college grounds.

Breaching the Code of Conduct

If the College suspects, or becomes aware, that a parent/carer has breached the code of conduct, the school will gather information from those involved and speak to the parent/carer about the incident. Depending on the nature of the incident, the college may then:

- Send a warning letter to the parent/carer
- Limit contact by allocating one key staff member to communicate with
- Invite the parent/carer into college to meet with a senior member of staff or the Principal
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent/carer from the College site.

The College will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the Principal.

If a member of staff feels that language or behaviour is becoming abusive or insulting, please refer to the suggested script for both telephone/face-to-face meetings:

'I understand that you are upset and I am trying to do the best for your young person, however, I suggest that we discuss this at another time when you feel that we can have a more productive conversation, therefore if you will excuse me, I am going to/would like to end this conversation and speak with my line manager to discuss how best to help you further'.

Staff must report any concerns of this nature to their line manager.

4. Programme of Study (Subjects, 10:10/Ethics and Values (10:10/ PAT and General RE)

(a) Subjects:

All Carmel College students are expected to study 3 A levels (or the equivalent) and 10:10/Ethics and Values (10:10 PAT and 10:10 General RE).

Some students are allowed to enrol on a 4th subject but only when that 4th subject is an AS Level and the enrolment is based on the understanding that the student will not take this subject beyond AS Level and they will remain enrolled on the 3 A Levels for the full 2 years. The only subjects to be offered as an AS Level are AS Further Maths, AS French and AS Spanish. A member of SLT must agree to a student studying an AS Level as a 4th option.

Where there are exceptional circumstances, a student may be allowed to study 2 A Levels. For a student to be enrolled on 2 A levels, it must be agreed by a member of SLT during the enrolment process.

Where a student is enrolled in 3 subjects, then later wants to drop to 2 subjects, the following process must be followed:

| STAGE | ACTION | WHO |
|------------------------------------|---|--|
| Stage 1 | Initial query raised by student. Personal Achievement Tutor (PAT) to have an initial discussion with the student to explore the nature of the query. | PAT and Student |
| Stage 2 | Personal Achievement Tutor to request Interim Report from subject tutors (update on attendance, progress and attitude towards studies). Interim Report to be completed within 3 working days of the PAT request. | PAT |
| Stage 3 Support to Study | Discuss content of report with Pastoral Director (PD). If the request is not upheld (i.e., it is not in the best interests of the student) the Personal Achievement Tutor and student meet to look at support requirements (Complete Student Support to Study Form, Appendix 1 and upload to CPOMS- Cause for Concern- Support to Study). | PAT and PD |
| Stage 3 Request Upheld or Appealed | If Personal Achievement Tutor and Pastoral Director believe that it would be in the best interests of the student to drop to 2 subjects or, following an appeal, the Assistant Principal (Student Support) must be informed. | PAT, PD and AP |
| Stage 4 | Parent meeting to be held with Pastoral Director. Student has a careers interview (Personal Achievement Tutor to arrange) to be fully informed of the impact of studying 2 A Levels. Personal Achievement Tutor to inform MIS and follow change of course procedure AP (Student Support) to approve decision. | PD, parents/ carers, student, AP, PAT, MIS |

(b) 10:10/Ethics and Values (10:10/PAT and 10 General RE):

As well as the chosen subjects, all students are expected to attend 10:10/Ethics and Values sessions, for 1 hour 20 minutes per week. These sessions are compulsory and will feature on the timetable.

Failure to attend and engage in subjects and 10:10/Ethics and Values may result in the implementation of the Disciplinary Procedure or the Support to Study Procedure.

5. Reasonable Adjustments to Teaching and Learning

The Equality Act (2010) clearly states that a learning establishment must not discriminate against a student, directly or indirectly, based on a Protected Characteristic. Students with mental and physical health/wellbeing conditions are entitled to reasonable adjustments and support under the Equality Act (2010). Reasonable adjustment means ensuring that there are reasonable steps to ensure students are not placed at a 'substantial disadvantage' due to their disability or difficulty. Reasonable adjustments are intended to remove barriers to learning and promote success.

It is important, however, to be clear about what is reasonable in an educational setting and the limits to the individual support that can be provided within a sixth form college. Therefore:

- All reasonable adjustments should be financially reasonable and practical.
- The College delivers full-time programmes of study designed to be delivered in a classroom situation where students are expected to be physically present. We are not a distance-learning

college, and whilst on a temporary basis it is reasonable for subject teachers and support staff to be flexible with attendance due to ill health, prolonged periods of absence cannot be sustainable.

If a student makes a request for adjustments to be made which fall outside of what the college considers to be reasonable, the PAT will complete a Student Support to Study Form (Appendix 1). This must be recorded on CPOMS- Cause for Concern - Support to Study.

6. Student Safety Plans

Safety planning helps students to make sense of and understand their thoughts and behaviours in relation to suicidal intent. It helps them to think about what support they have in place and what they can do that can help if they feel distressed.

If a member of staff works with a student on a Safety Plan, they must upload it onto CPOMS-Cause for Concern- Safety Plan.

See Appendix 2 for the Student Safety Plan template.

7. Absenteeism Procedure

Personal Achievement Tutors and Subject Tutors keep daily electronic registers via Cedar and all absences are recorded. Parents/carers will be contacted if tutors feel there is a cause for concern. An automated text message will be sent to parents/carers by 5.30pm to notify them of any absences from classes.

All absences should be reported to the college each day via telephone: parents/carers need to ring Reception, who will then log on Cedar and MIS will update registers accordingly. For sickness absences of more than 1-week students are required to provide their Personal Achievement Tutor with a medical certificate. This period will be recorded as unauthorised.

If a student has been absent for a full week, they will appear on the weekly absence report on the following Monday. The Personal Achievement Tutor will follow this up and if they are unable to contact the student/parent/carer, they will alert the Safeguarding Team by Wednesday of that week. If a student/parent/carer cannot be contacted, a welfare visit may be conducted, or the relevant authorities may be contacted.

The college will authorise absence for college-related activities such as trips, fieldwork, work experience, study leave and examinations. A limited number of other types of absence are also classified as authorised including university open days, hospital / orthodontist appointments, driving / theory tests, funeral, religious holidays. Students need to provide evidence and the Personal Achievement Tutor will update as an authorised absence on Cedar.

Routine medical and dental check-ups or driving lessons will not be authorised. Dental and Medical check-ups are to be arranged outside of college where possible. Students may use a free period if this is not possible. Holidays in term time will be recorded as unauthorised; such absences are not approved by the college. Persistent absenteeism may lead to the Disciplinary or Support to Study Procedure being invoked.

8. Disciplinary Procedure

Where concerns arise, such as not submitting work, low attendance or poor attitude towards studies, the Disciplinary Procedure may be followed. This is reviewed annually by the Pastoral Board. A separate Exclusion Policy has been approved by Governors.

STUDENT DISCIPLINARY PROCEDURE

The Pastoral and Curriculum Teams work together to support student achievement

| STAGE | ACTIONS | RECORD | PARENTAL/ CARER CONTACT | PURPOSE |
|---|---|--|---|--|
| STAGE 1: SUBJECT INTERVENTION | <p>If concerns occur on more than one occasion, e.g., attendance, work submission, punctuality, the Subject Tutor will discuss concerns with the student and agree targets for improvement within a reasonable time frame.</p> <p>NB: if the student is absent due to 'medical' reasons, supporting medical evidence must be provided to avoid disciplinary.</p> | <p>Subject Tutor adds concern note 'Concern: Initial Warning' to Pastoral Log on Cedar including interventions and targets. Where appropriate, Subject Tutors will follow up on concerns recorded with an update for clear communication to PATs should the concern escalate. Subject Tutor may log multiple concerns and/or interventions before 'Concern: Formal Warning'.</p> | <p>If appropriate, Subject Tutor can contact parent/carer to highlight concerns.</p> | <p>Early intervention at subject level to make student aware that their performance has not met college standards and expectations.</p> <p>Subject staff to work with student to overcome barriers to achievement.</p> |
| STAGE 2: PASTORAL INTERVENTION | <p>If there is no improvement, escalates concerns to PAT.</p> <p>PAT uses Cedar Pastoral Log and discussions with Subject Tutors to explore concerns across all subjects and works with Subject Tutors to obtain holistic view of student's progress.</p> <p>PAT contacts parents/carers to discuss concerns.</p> <p>Formal Warnings can also be issued for serious breach of Student Code of Conduct.</p> | <p>Subject Tutor adds 'Concern: Formal Warning' note to Cedar.</p> <p>PAT contacts parents/carers to share concerns and offer support to achieve.</p> <p><i>Formal Warnings for breach of Student Code of Conduct to be recorded on Cedar and communicated via letter with parent/carer.</i></p> | <p>PAT contacts parent/carer via telephone within 5 working days to inform them of subject concerns. If parent/carer is unavailable, text or email is sent.</p> | <p>Parent/carer engaged in strategies to support achievement.</p> |
| STAGE 3: LEVEL 1 | <p>If no improvement, PAT issues Level 1 Contract and</p> | <p>If no improvement, a Level 1 Contract is issued and monitored</p> | <p>In all contracts, best practice is that parent/carers are</p> | <p>Pastoral and Curriculum team work together to support</p> |

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| <p>CONTRACT</p> | <p>discusses clear targets for improvement with student.</p> <p>PAT monitors contract with the support of clear communication and specific information provided by Subject Tutors in order to provide an accurate picture of student progress during contract review meetings.</p> <p>If a student is removed from a Level 1 Contract, then concerns re-occur, they are put back on Level 1.</p> <p>NB: if the student is absent due to 'medical' reasons, medical evidence must be provided to avoid disciplinary.</p> | <p>via Cedar.</p> | <p>advised in advanced or at the time the contract is issued. However, availability of parent/carer should not delay the issues of the contract.</p> <p>PATS contacts parent/carer via telephone within 2 working days to inform them a Level 1 Contract has been issued. If parent/carer is unavailable, text or email is sent.</p> <p>Level 1 Contract is on Cedar for Subject Tutors, student and parent/carer. Review comments by PAT and Subject Tutors added to contract to review progress against targets.</p> | <p>student and monitor progress against targets. Parent/carer engaged in strategies to support achievement. Student takes responsibility for meeting targets.</p> |
| <p>STAGE 4:</p> <p>LEVEL 2 CONTRACT</p> | <p>If persistent concerns, e.g., attendance, work submission, punctuality, student moves to Level 2 Contract (issued by Pastoral Director Y12 or Y13).</p> <p>PAT uses Cedar Pastoral Log and discussions with Subject Tutors to explore concerns across all subjects and works with Subject Tutors to obtain holistic view of student's progress.</p> <p>PD is updated by PAT before interviewing student and issuing Level 2 Contract with clear targets for improvement within</p> | <p>PD records interview via Pastoral Log on Cedar.</p> <p>PD issues Level 2 Contract via Cedar and sets dates for monitoring. Subject Tutors update contract and review progress via Cedar.</p> <p>PD meets student weekly to monitor and review contract.</p> <p>PD and PAT meet to monitor and review contract.</p> | <p>In all contracts, best practice is that parent/carers are advised in advanced or at the time the contract is issued. However, availability of parent/carer should not delay the issues of the contract.</p> <p>PD contacts parent/carer via telephone within 2 working days to inform them a Level 2 Contract has been issued. If parent/carer is unavailable, text or email is sent.</p> <p>Level 2 Contract appears on Cedar home page for Subject Tutors, student and parent/carer. Review comments by PAT, PDs or subject</p> | <p>Pastoral and Curriculum teams work together to support student and monitor progress against targets. Student takes responsibility for meeting targets. Parent/carer engaged in strategies to support achievement. Weekly monitoring of student to ensure compliance with college standards and expectations.</p> |

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| | <p>a 4-week time frame.</p> <p>PD monitors contract and can extend contract if there is some improvement but student is not fully back on track.</p> <p>If a student is removed from a Level 2 Contract, then concerns re-occur, they are put back on Level 2.</p> <p>NB: Students who are at stage 3 or beyond on the Disciplinary Procedure may be unable to represent the college at external events, such as, sporting fixtures, trips etc. Decisions will be made on an individual basis at the discretion of PD.</p> <p>Students who do not engage or fail to attend contract review meetings will have parent/carer invited into college for a formal meetings and/or be escalated further.</p> | | <p>teachers to be added to the contract.</p> | |
| <p>STAGE 5: REVIEW MEETING AND LEVEL 3 CONTRACT</p> | <p>If persistent concerns, student moves to Level 3 Contract (issued by PD (Progress)).</p> <p>Review Meeting with PD (Progress), PD Y12 or Y13, student and parent/carer with input from Subject Tutors.</p> <p>PD (Progress) is updated by PD Y12 or Y13 before interviewing student and issuing Level 3 Contract with clear targets for improvement within</p> | <p>PD (Progress) records Review Meeting via Pastoral Log on Cedar. PD (Progress) issues Level 3 Contract via Cedar and sets dates for monitoring. Subject Tutors receive Cedar alert to update contract and comment on progress or go to Contract on Cedar home page and add comments.</p> <p>PD (Progress) meets student weekly to monitor and review contract. Review notes logged on Cedar.</p> | <p>In all contracts, best practice is that parent/carers are advised in advanced or at the time the contract is issues. However, availability of parent/carer should not delay the issues of the contract.</p> <p>PD (Progress) contacts parent/carer via telephone to invite parent/carer to a formal Review Meeting to discuss concerns and issue Level 3 Contract.</p> <p>If parent/carer unavailable, Review</p> | <p>Pastoral and Curriculum teams work together to support student and monitor progress against targets. Student takes responsibility for meeting targets. Parent/carer engaged in strategies to support achievement. Weekly monitoring of student by PD (Progress) to ensure compliance with college standards and expectations.</p> |

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| | <p>a 4-week time frame.</p> <p>PD (Progress) monitors contract and can extend contract if there is some improvement but student is not fully back on track.</p> <p>If a student is removed from a Level 3 Contract, and concerns re-occur, they are put back on Level 3.</p> <p>Year 12 students who are on a Level 3 Contract will be advised that progression to Year 13 is not automatic and will be subject to satisfactory completion of a 4-week Probationary Contract. If Probationary Contract is not completed satisfactorily then student moves to Stage 6.</p> <p>On satisfactory completion of Probationary Contract, student will be transferred to PAT 'Watchlist' on Cedar.</p> <p>If a student subsequently fails to meet terms of Learning Agreement, they will revert to Level 3 Contract.</p> | <p>PD (Progress), PD (Y12 or Y13) and PAT meet to monitor and review contract.</p> <p>Probationary Contract monitored by PD.</p> | <p>Meeting is held with student and parent/carer informed via email.</p> <p>Level 3 Contract appears on Cedar home page for Subject Tutors, student and parent/carer. Review comments by PAT, PDs or subject teachers to be added to the contract.</p> <p>Parent/carer updated weekly with review of Probationary Contract.</p> | |
| <p>STAGE 6: SUSPENSION</p> | <p>If concerns persist and strategies to support student have not had an impact, student is suspended (either technical or full suspension dependent upon</p> | <p>Disciplinary Panel arranged by PD to be attended by student, PD and/or AP/VP.</p> <p>PD records interview on Cedar.</p> | <p>PD to arrange Disciplinary Panel with parent/carer</p> | <p>Advanced stage of Disciplinary Procedure. Severity and consequences of non-compliance made explicit to student and parent/carer.</p> |

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| | <p>circumstances of individual case).</p> <p>A student can also be suspended for misconduct (as outlined in the Exclusion and Disciplinary Procedure), or for behaviour deemed inappropriate (according to Student Code of Conduct and Standards and Expectations).</p> <p>PD, AP or VP conduct interview and issue technical or full suspension for two working days. If technical suspension, student collects work from Subject Tutors and is supervised whilst in college. A full suspension can follow a technical suspension if there is no improvement. Disciplinary Panel convened on student's return to college to specify future standards and expectations.</p> | | | |
| <p>STAGE 7:</p> <p>EXCLUSION / REQUESTED TO LEAVE</p> | <p>Following an incident of misconduct or continued issues post-suspension, a student may be excluded / requested to leave.</p> <p>REFER TO EXCLUSION POLICY</p> <p>Careers advice offered.</p> <p>Leavers' procedures completed.</p> | <p>VP conducts Exclusion meeting in accordance with Exclusion Policy.</p> <p>VP records and updates notes in accordance with Exclusion Policy</p> <p>VP updates AP, PD, PAT and Subject Tutors.</p> | <p>VP to communicate with parent/carer in accordance with Exclusion Policy</p> <p>Letter sent to parent/carer following exclusion interview.</p> | <p>Final stage in Disciplinary Procedure.</p> <p>Student offered support with progression.</p> |

Discretion, flexibility and regard for the individual will always be integral to the Policy. A staged approach to disciplinary action is the norm. In the event of serious disciplinary issues, some of the early stages of the procedure may be omitted. The Disciplinary Procedure will be quality checked by Pastoral Directors on a regular basis.

9. Support to Study Procedure

Carmel College recognises that there may be times during their programme of study when a student may not be able to participate fully and satisfactorily in relation to their academic studies and student life generally. This may be as a result of a new or recurring disability, illness or mental health condition. In such instances, students must be reassured that the College will provide an appropriate level of support, within its available resources, for them to continue with their studies and achieve a positive outcome.

Where a student's conduct gives rise for concern, the Personal Achievement Tutor (PAT) should consider what might be causing the poor behaviour, for example;

- safeguarding or welfare concerns
- new or recurring disability, illness, or mental condition
- lack of understanding or disregard of the College's Code of Conduct

The PAT will explore whether it is appropriate to use the Support to Study Procedure or the Disciplinary Procedure. The AP (Student Development & Support) approves all Support to Study procedures.

The PAT understands that students may be supported by many different professionals, for example, GPs, counsellors, therapists, and as such will take into account the professional recommendations made by such professionals provided, they are qualified to make them and fully briefed on the concerns. Any member of staff who has a concern about a student's health and wellbeing which may be affecting their studies, or has had a concern reported to them, should in the first instance, discuss those concerns with the PAT.

Procedure

The procedure outlined below involves the distinct stages of intervention:

Stage 1 - Initial Concerns

Stage 2 - Serious and/or Continuing Concerns.

Stage 3 – Final Review/Decision

Stage 4 – Appeal against Final Decision

Stage 1 – Initial Concerns

When initial concerns are raised about a student's health and wellbeing and ability to engage satisfactorily in their studies, a Stage 1 intervention should be invoked. Concerns may arise where;

- there is evidence of significant non-engagement by the student with their studies which have not been satisfactorily addressed through other interventions and procedures;
- there are serious concerns about a student's health and wellbeing;
- the student declares a new or recurring disability, illness or mental health condition;
- a member of staff suspects a relevant change in physical or health and mental wellbeing or is advised by a third party of a new or recurring disability, illness or mental health condition;
- a student's conduct could suggest a change or deterioration in their mental health or wellbeing.

An initial meeting must be arranged as soon as possible with the student and their PAT. At the meeting, the PAT must;

- reassure the student that this is a supportive procedure and not part of the disciplinary procedure;
- allow the student the opportunity to respond to the concerns;
- listen to the student and gather an initial understanding of the student's perception of the matter;
- discuss with the student any related support needs and/or reasonable adjustments;
- agree with the student, appropriate, time bound actions that need to be met to address the concerns;
- The PAT must record the meeting on Cedar Pastoral Log and CPOMS, as appropriate.

If, following the meeting and implementation of the agreed actions and support plan, effective resolution of the concerns is not reached under Stage 1, (including when a student does not participate in the procedure without a reasonable excuse) a meeting should be arranged on a specified date to consider further action. The following options should be considered;

- continuation of Stage 1, where more time is considered appropriate,
- escalation to Stage 2
- invoking the Disciplinary Procedure.

Stage 2 – Serious and/or Continuing Concerns

Stage 2 intervention will only be invoked when the student's health and wellbeing continues to be of concern despite Stage 1 intervention, and/or are perceived to be of a serious or potentially serious nature and Stage 1 intervention would not be considered appropriate or effective. The PAT will need to inform the PD that the student is now at stage 2 in the Support to Study Pathway.

A meeting will be held with the student, parent/guardian, PAT, and PD and relevant tutors. The student should be informed that the meeting is in relation to concerns raised about their health and wellbeing and ability to continue in studies and that Stage 2 of the 'Support for Study' procedure is being invoked.

At the meeting, the PAT/PD should:

- reassure the student and their parent/carer that this is a supportive procedure and not part of the Disciplinary Procedure;
- explain and/or review the concerns;
- Complete a Support to Study Form (Appendix 1)
- agree and gain permission for a referral to the student's GP or other supporting professionals, if necessary, in order to assess whether the student is well enough to continue with their studies;
- agree with the student that the letter/email to their GP or other supporting professional will be sent to them in the first instance so that they can make the request and that it is their responsibility to follow this up. This will negate the need for written permissions and expedite the procedure.
- agree any further interim time-bound actions to help manage concerns while the referral and assessment procedure is undertaken including; any obligations on the part of the student;

Following the meeting, the PAT/PD must:

- Keep a written record (Cedar Pastoral Log or CPOMS, as appropriate).
- write to the student's GP or other relevant supporting professional, requesting a professional opinion on what support is needed for the student to continue with their studies. (The letter/email should be sent to the student for forwarding) The letter/email must detail the full requirements and assessment criteria of the course, including, where relevant, the requirement to attend a work placement and engage in work related activities. For example, if the student has a physical disability/condition and is enrolled on a course that requires a

considerable level of physical activity and stamina, what support would they need to be able to participate fully? Or if the student is suffering from anxiety, depression or PTSD and they are enrolled on a course which requires research and discussion on distressing topics, what support would they need to be able to participate fully?

- arrange a review date, once medical reports are available, to decide it will be necessary to escalate the matter to Stage 3 or whether the matter can be closed.
- In the absence of any medical advice, the lead member of staff will decide whether it is appropriate to continue with the procedure or revert to the Disciplinary Procedure.

If the student does not or cannot attend the meeting, the College has the right to continue with the procedure in their absence and confirm the outcome to the student in writing.

Stage 3 – Final Review/Decision

If an effective resolution of the concerns is not reached under Stage 2, escalation to a Stage 3 should be considered, or alternatively, the use of the College's Disciplinary Procedure. The decision to escalate to Stage 3 must be made by the Pastoral Director and the Assistant Principal must be informed.

The student should be notified of the meeting in writing and details of who will be in attendance should be included. Parents/carers should be informed as appropriate and invited to attend. The meeting will include all relevant college staff.

At the meeting the PD must:

- ensure that another member of staff is appointed to minute key discussion points and the resulting decision. These minutes should be held as a formal record by the College;
- reassure the student that this is a supportive procedure and not part of the Disciplinary Procedure;
- explain and/or review the concerns;
- review the professional opinion of the GP or other supporting professional taking into consideration any recommendations for reasonable adjustments and appropriate support;
- determine whether the student should be allowed to continue their chosen course of study. If this is not possible, in the opinion of the college staff, make recommendation that the student fully or temporarily withdraws from the programme. If a temporary or full withdrawal is agreed, students must be informed of the Returner Applicant procedure. If a Full Withdrawal is agreed, the Fitness To Study Procedure must be followed.

Following the meeting, the PD must:

- ensure that the decision is clearly communicated to the student in writing. If a final decision cannot be made at the meeting, clearly communicate to the student the reasons for this and provide an agreed timeframe for the decision to be made. Thereafter, the student should be notified of the decision within the agreed timeframe by an agreed means and this decision should also be formally communicated in writing;

If the student does not or cannot attend the meeting the College has the right to continue with the procedure in their absence and confirm its outcome to the student in writing.

Stage 4 – Appeal Against Final Decision

A student can appeal the outcome of the Stage 3 procedure. Requests should be submitted (in writing) to the Principal, no later than 10 College days after the receipt of the outcome of the Stage 3 procedure. Students should state the basis on which they are appealing. The decision will be reviewed in the appeal meeting by the Principal.

When submitting their request in writing, the student will have the right to request that they present their appeal at the appeal meeting and they can be accompanied to that meeting by one person as

support. If the student attends, once discussion between them and the staff in the meeting has concluded, the student will leave the meeting to allow the Panel to make their decision.

The College will seek to review the decision within 10 College days of receipt of the appeal and will give the student 5 College days' notice of the meeting, should they wish to attend.

The outcome of the Appeals Panel is final. Students will be informed of their right to submit a complaint to the Department for Education (DfE).

(a) Fitness to Study

Introduction – What is meant by Fitness to Study?

Carmel College is an educational establishment for full time students. We have a commitment to being a supportive institution in line with our mission statement.

The Fitness to Study Procedure is intended as a supportive procedure which can be used by staff when a student's health and wellbeing is having a detrimental impact on their ability to progress academically and function at college.

We are committed to treating our students equally and to constantly strive to make any reasonable adjustments to support them. We recognise the importance of a student's health and wellbeing in relation to their academic progress and wider college experience.

The purpose of this procedure is to outline the steps that the College will follow when concerns are raised about the fitness to study of one of its students. In its current status, this procedure will be used primarily with students who have requested a return to study at Carmel College (having previously left for health reasons) and those students who part way through the year and have identified health issues which are having a significant effect on their ability to continue study.

Actions taken under this procedure are not of a disciplinary nature. If action is taken about a student who is not fit to study, it will be limited to that which is necessary to protect, as far as possible, the interests of members of the College and the student in question. Where a student's conduct is considered, taking into account all of the circumstances including any declared disability, to merit disciplinary action, then the Disciplinary Procedure will apply.

These procedures aim to provide:

- A framework to guide decision making in complex student welfare cases;
- A set of parameters for the minimum acceptable level of academic progress;
- A series of stages for reviewing a student's place at the College.

They have been developed to work in conjunction with other key College procedures and policies including:

1. Safeguarding Policies and Procedures.
2. Equality, Diversity and Inclusion Strategy.
3. Health and Safety Policy.
4. Strategies for Success Policy
5. Student Disciplinary Procedure.
6. College Ethos and Mission Statement

Support Offered by the College

Students are encouraged to declare any health issues during application and/or enrolment so support can be put in place for the start of term. If a student does not disclose a significant health condition on application, then it is unlikely that they will receive support or until the condition becomes clear to a member of staff. Early disclosure of issues is therefore vital to allow the College to assess how best to accommodate students and also to avoid exacerbating the issue through a lack of knowledge on the part of staff.

The College will, of course, always seek to provide appropriate support to any student with ill health, whether the condition was pre-existing or commences during study at the College. Students are made aware of the extensive range of student services at the College both at induction and as part of the on-going tutorial programme. All staff at the College have a duty of care to students and can be approached with any concern, however small and if they are unable to help in the first instance they will refer on to the appropriate member of staff. The main staff that would be consulted by students are:

- Personal Achievement Tutors
- Pastoral Directors
- Counsellor
- Safeguarding Leads
- Additional Learning Support staff

Whether health conditions are disclosed before a student joins the college or whilst at college, there needs to be reasonable limits set to the support that can be offered. These include both the flexibility the College should show around academic progress e.g., attendance and meeting assessment expectations and the type, location and frequency of support needed for a student to remain at college. Clearly it is difficult to set non-negotiable limits for academic progression and support and there needs to be judicious professional judgement in each case. Furthermore, health conditions may be temporary or permanent, short or long term, stable or prone to remission.

Pastoral Support

The College has a robust academic monitoring system which applies to all students. The College has an effective pastoral system where a Personal Achievement Tutor (PAT) acts as a student advocate. If a member of staff has concerns about a student, they would report these concerns either via Cedar, CPOMS, email or telephone to the relevant PAT. The PAT may enlist the help of a Pastoral Director, make a referral to the college counselling service, make a referral to the Safeguarding Team, liaise with the student's parents/carers (amongst other support services) to help the student get support and back on track. However, if this does not help the student then the formal Fitness to Study Procedure will need to be invoked.

Fitness to Study Procedure

Students are encouraged to disclose any physical or mental health need as part of their application. This disclosure will in no way prejudice any decision about the application on the contrary; it is used to establish how best we can respond to the individual need and what reasonable adjustments can be made. However, during the academic year it may become apparent that a student is experiencing a health issue which is affecting their studies in terms of attendance, work submission or any other aspect.

In the event of health issues arising during the academic year.

Each case needs to be considered on its merits, but it is clear that a minimum level of attendance needs to be maintained that will allow a student to realistically achieve. Academic success depends on engagement in classroom activity, so excessively long periods of complete absence (two weeks) or

very poor attendance (less than 85%) will make a student's studies less tenable, this can be at individual subject level as well as across all subjects. With regards to coursework and homework, if a student falls significantly behind with their deadlines, despite extensions being offered, then there comes a point at which catching up is not viable. The specific expectations regarding attendance and assessment will be set in each case depending on the circumstances.

Fitness to Study Review

If a student's attendance or level of work is affected by their health issues to a point where their progress is a cause for concern, the Support to Study Procedure will be invoked.

At this point the student may choose to leave college and, in some cases, will submit a request to restart in the next academic year. This may have been done prior to leaving. Requests are dealt with initially by the PAT and PD.

The PD advises MIS about the leaver and alerts subject tutors via email. A leaver's form is completed. If applicable, they will complete a form indicating a request to repeat a year. The student is also offered a careers interview.

(b) Returner Applicants

If student has asked to repeat a year, the Returner Applicant Procedure will be followed.

Returner Applicant Procedure

A student may wish to re-start due to physical or mental health issues, or due to a change in career goal, or other unforeseeable reasons. The following procedure must be followed for all returner applicants.

- A decision may only be made after the interview
- A pastoral report will be collated before the interview.
- All returners will have a 4-week probation and mentoring period, where 100% attendance and engagement are required.

| STAGE | ACTION | WHO |
|---------------------------------------|---|-----------------|
| Stage 1 | Initial request raised by student. PAT to have an initial discussion with the student to explore the nature of the query. | PAT and Student |
| Stage 2 | PAT to request Interim Report from subject tutors (update on attendance, progress and attitude towards studies). Interim Report to be complete within 3 working days of the PAT request. | PAT |
| Stage 3 Support to Study | Discuss content of report with Pastoral Director. If the request is not upheld (i.e., it is not in the best interests of the student) the PAT and student meet to look at support requirements (Complete Student Support to Study Form, Appendix 1 and upload to CPOMS- Cause for Concern- Support to Study). | PAT and PD |
| Stage 3 Request Upheld or Appealed | If PAT and PD believe that it would be in the best interests of the student to drop to apply to re-start their studies OR, following an appeal, the Assistant Principal (Student Development) must be informed. | PAT, PD and AP |

| | | |
|--|--|---|
| Stage 4 | Parent meeting to be held with PAT/PD. | PAT/PD, parents/carers, student and AP |
| Application to re-start approved | AP (Student Development) to approve decision. PAT to inform MIS and complete relevant leaver's process/documentation | MIS |
| | PAT to inform Admissions Team, who will put the student's name on the returner applicant list. | Admissions |
| | Student to be informed in writing that they will be contacted in due course to re-apply. | |

It must be made clear to the student and parent/carer that a place to re-start at Carmel is not guaranteed. The PAT/PD must provide guidance to the student on what they could do to prepare for the returner applicant procedure.

Returner Applicants Process

Applications to return have to be made by May half term.

Interviews take place in June.

A pastoral report will be compiled prior to the interview.

Students applying to return to college may bring an advocate/support to the interview (e.g., parent/carer).

The interview will be a formal interview consisting of curriculum and pastoral staff and a PD or member of SLT.

A decision will be made after the interview.

Returner Probationary Period

All returners will be supported by a 4-week Probationary Contract to enable their progress to be closely monitored against the standards and expectations set out in the students' Learning Agreement. Students are expected to maintain 100% attendance and work submission. Failure to adhere to the terms of the Learning Agreement may result in a withdrawal of the student's place on their programme of study.

10. Induction Period (Disciplinary Procedure and Support to Study)

During induction, all students will be informed that their place at Carmel is subject to a 4-week induction period, where students will be expected to adhere to the Student Code of Conduct and follow the college standards and expectations. Failure to do so may invoke the Disciplinary and Support to Study Procedure. The pastoral and curriculum teams work together to ensure that 'at risk' students are identified and supported. These include students, but not exclusive to those, who are not on a suitable combination of courses, have a low GCSE point score or are not enrolled on 3 subjects.

11. Retention Process

If a student informs a member of staff that they are considering leaving college, the following process is followed:

- PAT is notified immediately
- PAT contacts the student to arrange a meeting as soon as possible.

- PAT explores the reasons why the student is considering finishing their studies early and offers support and reasonable adjustments (all adjustments must be in line with Carmel Strategies for Success Policy, for example, in the case a request to change course/drop a subject).
- PAT informs subject tutors. Subject tutors support the student as appropriate.
- If the student still insists that they want to leave Carmel, the PAT alerts a Pastoral Director and makes contact with parent/carer. Discussion between parents/carers, student and Pastoral staff.
- The student is discussed at Retention and Attendance Board, to look at all potential support available, with a view to retaining the student.
- If the student insists on leaving, a careers interview is arranged, and an exit interview is carried out.
- All students who leave their studies early are recorded as a 'positive outcome', i.e., the outcome is in the best interests of the student, such as an alternative course better suited to their career goal or a 'negative outcome', such as NEET.
- If a student is classed as NEET, a follow up call is made to ascertain the student's destination.

Appendix 1 Student Support to Study Form

Student Support to Study Form

Purpose

The health, safety and wellbeing of students is at the heart of everything we do. We want students to be happy, healthy and successful and as a responsible college, want to make sure that students are enrolled on a programme of study that they are able to fully participate and succeed in.

This assessment will be used to determine whether, with reasonable adjustments, the student's current physical and mental health will enable them to participate fully in their chosen programme of study. It should be completed with the student and their parents/carers where appropriate. Students should be encouraged to produce any medical evidence to support the assessment further.

Current Programme of Study/Course (or applied for):

| | |
|-------------------------|--|
| Student Name and Number | |
| Option 1 | |
| Option 2 | |

Course requirements

Please score the students current ability to engage in each activity from 0-10.

0 = student would not be able to participate, 10 = student would be able to participate fully

| Details of the specific course requirements (N/A as applicable) | Expected participation with no adjustments/support | Expected participation with reasonable adjustments/support |
|---|--|--|
| Theory classes | | |
| Working in a small group | | |
| Working in a large group | | |
| Presenting in front of a small audience | | |
| Meeting new people | | |
| Recording information | | |
| Note taking | | |
| Independent research | | |
| Writing assignments | | |
| Online group sessions | | |
| 1:1 online sessions | | |
| 1:1 face to face session | | |
| Health and Safety Awareness | | |
| Risk aware | | |
| Able to move around independently | | |
| Physical stamina | | |
| Physical strength | | |
| Fine motor skills (e.g. holding a knife, mechanical tool etc.) | | |
| Residential trips | | |
| Outdoor expeditions | | |
| 1:1 physical contact (e.g. contact sport) | | |
| Emotional resilience | | |

| Additional requirements (if applicable) | | |
|---|--|--|
| | | |
| | | |
| | | |
| | | |

Notes:

1. It is important that the assessor is fully aware of the requirements of the course applied for, so consider involving curriculum staff in the process.
 2. This assessment form may be used as part of the admissions process, where a student has declared a disability on the application form.
 3. When discussing 'reasonable' adjustments, be specific about what the college can and can't do.
 4. The scores can be totalled and discussed with both the student and curriculum staff, for example, if a student scores 80% with reasonable adjustments and support in place, will this be enough to achieve the qualification? If it isn't, staff must be prepared to explain why and offer alternatives.
 5. The assessor should reassure the student that a low score does not necessarily mean that they will be declined a place on the course and discuss with them what reasonable adjustments will be required.
 6. It may be useful to share this assessment form with other professionals, such as the Local Authority, SENCO, Children's Services etc. so that they are fully briefed on the requirements of the students chosen programme of study.
-

Name of staff member

Date of completion

Appendix 2 Student Safety Plan

Safety Plan

If you sometimes struggle with suicidal thoughts, complete the form below.
When you are feeling suicidal, follow the plan one step at a time until you are safe.



Feeling suicidal is the result of experiencing extreme pain, and not having the resources to cope. We therefore need to reduce pain and increase coping resources.



These feelings will pass.

Keep the plan where you can easily find it when you'll need it.

| |
|--|
| What I need to do to reduce the risk of me acting on the suicidal thoughts: |
| What warning signs or triggers are there that make me feel more out of control? |
| What have I done in the past that helped? What ways of coping do I have? |
| What I will do to help calm and soothe myself: |
| What I will tell myself (as alternatives to the dark thoughts): |
| What would I say to a close friend who was feeling this way? |
| What could others do that would help? |
| Who can I call: <ul style="list-style-type: none"> • Friend or relative: Another? • Health professional: Other? • Telephone helpline: Other? |
| A safe place I can go to: |
| If I still feel suicidal and out of control: <ul style="list-style-type: none"> • I will go to the A& E department • If I can't get there safely, I will call 999 (112, 911 etc) |

Equality Impact Assessment

| Question | Response |
|--|---|
| 1. Name of policy being assessed | Strategies for Success Policy |
| 2. Summary of aims and objectives of the policy | <p>The Strategies for Success Policy aims to clearly establish our standards and expectations and details those procedures which enable students to aim for the highest academic standards whilst developing as independent, well-rounded individuals fully prepared for life beyond Carmel</p> <p>This policy outlines the various codes of conduct, College standards and expectations, information about programmes of study and the disciplinary process for students</p> |
| 3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders) | <p>Statutory and government guidance: (Attendance, hours of study) Archdiocese/ Catholic Education Service directive (Catholic teaching)</p> <p>College internal policies</p> <p>Legal</p> |
| 4. Who is affected by the policy? | Carmel students |
| 5. What are the arrangements for monitoring and reviewing the actual impact of the policy? | The policy will be reviewed annually. |

| Protected Characteristic Group | Is there a potential for positive or negative impact? | Please explain and give examples of any evidence/data used | Action to address negative impact (e.g. adjustment made |
|---------------------------------------|--|--|--|
| Disability | Positive Impact | The policy sets out the College's procedures and strategies which allow for the best possible academic outcomes The Equality Act (2010) clearly states that a learning establishment must not discriminate against a student, directly or indirectly, based on a Protected Characteristic. Reasonable adjustments are intended to remove barriers to learning and promote success. | N/A |
| Gender reassignment | Positive Impact | As explained for disability | |
| Marriage or civil partnership | Positive Impact | As explained for disability | |
| Pregnancy and maternity | Positive Impact | As explained for disability | |
| Race | Positive Impact | As explained for disability | |
| Religion or belief | Positive Impact | As explained for disability | |
| Sexual orientation | Positive Impact | As explained for disability | |
| Sex (gender) | Positive Impact | As explained for disability | |
| Age | Positive Impact | As explained for disability | |

Evaluation:

| Question | Explanation / justification | |
|--|---|--|
| Is it possible the proposed policy could discriminate or unfairly disadvantage people? | The procedures are applicable to all to follow. There is no perceived discrimination or unfair disadvantage to any individual or group. | |
| Final Decision: | Tick the relevant Box | Include any explanation / justification required |
| 1. No barriers identified, therefore activity will proceed . | ✓ | The policy is consistent in the approach to ensure all students have the opportunity to study in an environment where learning, achievement and progression are accessible for everyone. |
| 2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups | | |
| 3. You can adapt or change the policy in a way which you think will eliminate the bias | | |
| 4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision. | | |