

STUDENT PERFORMANCE MANAGEMENT POLICY

SIXTH FORM COLLEGE

Policy Family	Student Experience
Reference	SFC-02
Responsible Manager	Assistant Principal (Curriculum and Quality)
Approval Date	1 February 2024
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Aim

- 1) Students make progress in their studies
- 2) Students develop as individuals
- 3) Students make a contribution to the College and the wider community

Objective of the Policy

- 1) To increase attendance and retention
- 2) To develop a consistent culture of both praise and challenge
- 3) To improve outcomes for students
- 4) To further engage families and carers in their student's education and progression

Scope

All students studying at the Sixth Form College on Level 1-3 courses.

Students studying Higher Education courses at the College are not covered by this policy. Details of the procedure for Higher Education students can be found via the link on p.8.

Policy

Philosophy

Student progress and behaviour for learning is the responsibility of every member of staff; we are all responsible for playing our role in promoting the College values and mission statement;

"A caring community, delivering excellence and inspiring futures"

Therefore, the student performance management policy and procedure is the responsibility of every member of staff and will be promoted by all.

Result

We want all students to perform to the best of their ability whilst at the Sixth Form College, and to make progress towards the next stage of their life.

As such we require the following commitments from students:

Student commitment agreement / (ready, respectful and safe)

1. Attend and be punctual
2. Be prepared for study, progress and undertake independent study
3. Show respect for others, property and self-respect

We also make the following commitments to students:

- Excellent careers guidance to support you in enrolling on the most appropriate programme of study for your career intentions, talents and experience.
- Well planned and resourced lessons that will stretch all members of the College. Excellent resources are provided to students in a range of formats to support your learning needs and develop the ASPIRE principles which will guide you in further study and employment.
- Support staff available to guide and support you through your learning, and to help you develop your independence, resilience and experiences.

Implementation

The policy and procedures have operated successfully for a number of years and this update is not a significant change to previous operations. The main changes will be conveyed to staff via the diagrams showing the full praise and performance procedures. These will be displayed in all staff workrooms, and copies made for classrooms.

Communication

The policy and procedure will be available from the institution. They will be available on request by students, parents and members of the public in an audience appropriate format.

It is important that we are careful in how we communicate with families about the progress of their students. The support for students is severely undermined and disrupted if we do not communicate fully and transparently.

The Principal's PA - will coordinate the communication and paperwork around Disciplinary Panels with standard letters being issued to arrange the panel and to inform the family of the outcome; also standard forms being used, such as leavers forms, etc.

Senior Manager – will ensure that when a Senior Manager's contract is agreed with a student this will be recorded on the student data platform. They will also ensure that parental contact has been established and

that the Parents' and Students' Guide has been provided. They will also ensure the student data platform is updated with any review.

Lead Managers – will ensure that when a contract is agreed with a student this will be recorded on the student data platform. They will also ensure that parental contact has been established and that the Parents' and Students' Guide has been provided. They will also ensure the student data platform is updated with any review.

Teachers/Staff members – will ensure that when a commitment interview with a student is held this will be recorded on the student data platform. They will endeavour to inform parents of this following the interview. They will also ensure the student data platform is updated with any review.

All Staff – will ensure that all interventions are logged on the student data platform. This will ensure that multiple small transgressions are dealt with and that we remain a caring community.

Monitoring

It is important to track and monitor the impact of the procedure to assess the impact on the College community, to understand the impact on designated groups within the community and further improve the effectiveness and efficiency of the process to see if it is meeting the aims in the Student Performance Management policy. The senior manager responsible for Student Performance Management will monitor the application of the policy and liaise with colleagues to ensure that all students are treated consistently by the process, and that the policy is applied consistently by staff.

The PA to the Principal maintains a tracking document for this purpose.

1. The Lead Manager firstly confirms with the Assistant Director of Teaching, Learning and Assessment/ Director of Teaching, Learning and Assessment that it is appropriate to refer a student and then informs the PA that a contract has been failed and the PA calls the Disciplinary Panel. In all cases the Lead Manager will consult with colleagues to test their reasoning before calling the panel.
2. The student's details are entered onto the tracking document so that they are registered in the process.
3. The PA arranges the meeting, notifying parents and arranging calendars.
4. Following the meeting the panel informs the PA of the panel outcome and this is logged onto the tracker.
5. The PA updates the tracker as tasks are completed. For example, notifying teachers, leavers form, letter within five working days and phone call within 24 hours.

The tracker is used to create an annual review that is shared with the Senior Management Team and appropriate governance committees.

Praise Procedure

Please see the praise procedure table [Appendix A].

All members of the College community (staff, visitors and students) will use **praise** to positively re-enforce the learning culture of the College. This will be developed in innumerable ways but in particular, through positive constructive feedback on student work (areas of strength and areas that require further development), valuing student contributions to learning and the student leadership team. As part of the ASPIRE programme, College staff will recognise student progress and performance against the ASPIRE principles: Achievement, Skills,

Participation, Independence, Respect and Endeavour [see Appendix B]. The College aims to recognise more students, more often, either for things they do in College, or for things they do outside College which we could use to motivate them in their studies.

1. Throughout the year, all staff including support staff will recognise student behaviour and skills which are worthy of praise, using the six ASPIRE principles as guidance. Staff will conduct a conversation with students where they praise them for the effective behaviour they have displayed. This will be logged on CEDAR via the pastoral log. Staff will highlight the appropriate ASPIRE principle that the student has displayed.
2. In the penultimate week of the October, February and June half terms, each pathway meeting will focus on praise. The Assistant Director of Teaching, Learning and Assessment, Curriculum Managers and Progress Coaches will identify all students in their pathway with five or more total nominations. These students will have a postcard sent home by their progress coach to acknowledge progress and engage with parents. Students worthy of praise by also be identified using the behaviour dashboard, for instance those with high attendance and working on or above their Minimum Expected Grade.
3. At the end of the Autumn, Spring and Summer terms, the Principal will meet five students from each pathway, who have received the most ASPIRE nominations during the previous two half terms and award a certificate. A further 15 students per pathway with the most ASPIRE nominations will be recognised in a pathway awards ceremony held in the atrium. Certificates will be presented and internal marketing produced to help promote a praise culture.
4. There will also be awards for the top performing students per pathway in each ASPIRE category recognised at awards evening.

Student Performance Management Procedure

Please see the student performance management flow diagram [Appendix C].

A small number of students may struggle to meet the commitments they agreed at enrolment, and the College guarantees to support all students in their studies using the student performance management system.

Students may escalate through the stages quickly, and may miss out stages if the behaviour causing concern is severe or constitutes serious misconduct. A student may progress straight to Disciplinary Panel to safeguard themselves, or for illegal or violent behaviour. Failure to engage with any stage of the process is similarly a disciplinary issue and will cause students to escalate to the next stage up.

Procedure

As part of second course discussion, students are asked to sign up to the student commitment agreement as part of their enrolment. They are also given a copy of the parent/ student charters which outline expectations on parents and students.

From the start of the academic year, teachers will make a phone call home following all absences to conduct a welfare check, set expectations, and explain the link between attendance and achievement. This will be logged on CEDAR using 'information: information' in the pastoral log; the same process will be followed for non-completion of work.

1. If concerns persist, teachers will discuss these with the student, set expectations clearly and offer support. This will be recorded on the pastoral log as 'Stage 1: Verbal conversation'.

2. If students continue to find it difficult to meet expectations, a teacher, progress coach or other member of the College staff will hold a Commitment Meeting where the reasons for the failure to meet the student commitments are discussed and SMART targets agreed that will help the student improve. Staff will explain the purpose of this stage [to support the student to develop better study habits], and record the conversation on the pastoral log as a 'Stage 2 - commitment report'. The member of staff will outline the support available to help the student meet their commitments.

Staff will issue a BLUE report card to support a student to develop good habits and behaviour for learning. A review meeting date, time and location will be agreed to review the progress made in the time scale agreed. Staff will inform parents that this has taken place and the targets set and agreed.

3. At the **Commitment Meeting Review**, progress against the SMART targets will be evaluated using the evidence provided by staff on the report card. If the targets have been met the commitment interview will be completed and the student praised for the improvement in their approach to study at the College. If the targets have been partially met the commitment interview may be extended by a further two weeks, only once. If the targets have not been met the commitment interview may be escalated to a contract meeting. Failure to engage with the process of support for meeting the targets agreed is considered a reason for escalation.
4. The pathway leadership team and progress coaches have regular floor meetings to discuss student progress, and a **Lead Manager**, [either the Progress Coach, Middle Leader or senior member of staff] will be agreed at the floor meeting, reflecting the workload of staff or the circumstances of the reason for escalation. The lead manager will make contact with the student's parents or guardian. The lead manager will also reflect any involvement and support from the student services teams, with specific reference to Looked After Children (LAC). If escalation has happened too quickly, there is insufficient evidence for escalation or insufficient support has been provided to the student the case review might refer the student back down the process.
5. The **Lead Manager** will conduct a **Contract Interview meeting** where further targets will be agreed to support the student in meeting their commitments and making progress in their studies. At the contract meeting, the student will be given a copy of the contract, and a YELLOW report card to support the student in establishing good habits and behaviour for learning. The student and family will understand that failure to meet these targets will result in escalation to Disciplinary Panel and that failure to engage with the process is considered a reason for escalation. A student may be required to sign a contract as a condition of re-enrolment into year 2 of a two-year course, or into year 1 where they have completed the foundation year, or where they are restarting or transferring from another provider.

The support of a student's home and family is recognised as significant in their progress by the procedures used by the College to increase parent engagement. Where possible, the College desires that parents will be present for the contract meeting. This may not always be possible, but the **Lead Manager** must make every effort to engage parents using every available method and inform parents of the process, and agreed actions. If the student is not supported by the parent/guardian/carer an appropriate adult such as the progress coach might be asked to support the student and act as an advocate for them. At the conclusion of the meeting, parents will be given and/or sent a copy of the contract, the student's timetable and a copy of the parent/student guide.

As with the Commitment Review the **contract review meeting** has three possible outcomes, remove, extend, and escalate. In some cases, it may be appropriate for a contract to transfer from one lead manager

to another, for example a more senior leader or student services. The escalation in this case will be to Disciplinary Panel.

6. The **Disciplinary Panel** consists of the manager referring the student and two senior members of staff; the student and the registered next of kin / appropriate advocate. A disciplinary panel will be called where the Lead Manager judges that the student is unwilling or unable to meet their commitments to the College and the appropriate support offered has not created the required commitment by the student. If the student is unable to meet their commitments due to significant health issues, a fitness to study panel will be arranged. The Lead Manager will ensure full parental engagement prior to referring the student to a disciplinary panel meeting. The student and parent/guardian/carer will have received the parent/student guide at the contract meeting, detailing the process of the disciplinary panel and the consequences of failing to meet the terms of the contract (see related documents p.8). If a parent/guardian/carer is unable to attend the meeting an appropriate adult may be appointed to support the student and be an advocate for them.

The Lead Manager, student, and parent guardian and/or advocate will be invited into the room at the start of the meeting. The Lead Manager will explain the reasons why the student should be permanently excluded from the College. The student and parent will similarly explain what has led to this point from their point of view. The panel will ask questions to clarify their understanding of the situation and the support offered to the student. The panel will reflect on the case following the meeting and report their decision by telephone within one working day (24 hours where possible) and in writing within five working days to any student who is permanently excluded. There are three possible outcomes of a Disciplinary Panel: permanent exclusion, referral back to contract, or a two-week extension via Senior Manager's Contract.

If the student/ parent does not attend the scheduled meeting, it will be re-scheduled for a time that is convenient for parents. If the student/ parent fails to attend the rescheduled meeting, the meeting will be held in absentia. Failure to engage with the process is considered a reason to exclude.

Any student who is permanently excluded will not be eligible to re-apply to College.

7. If the Disciplinary Panel feels there is insufficient evidence to exclude a student, but that earlier stages of the process have not been successful in changing behaviour, they may decide to refer a student to a **Senior Manager's Contract**; it is likely that this senior manager's contract will be managed by a Director of Teaching, Learning and Assessment, or Assistant Director of Teaching, Learning and Assessment or other senior colleagues. This will proceed like a contract meeting. At this meeting, the Senior Manager will also give the student a RED report card to support the student in establishing good habits and behaviour for learning. Failure to engage with the process is considered a reason for exclusion.

Students may appeal to the Principal that the process has not been followed, but may not appeal against the content or substance of the decision made by the disciplinary panel.

Guidance on the student disciplinary panel

The Disciplinary Panel meeting will only include;

1. The Panel; two senior members of staff.
2. The referring manager.
3. Principal's PA to make notes.
4. The student.

5. The student's registered next of kin, usually a parent or carer. If a next of kin is not available the College may ask an appropriate member of staff, for example a progress coach, to support the student during the meeting.

The structure of the Disciplinary Panel meeting;

- Before the start of a panel, the student will give their ID badge to the panel.
- The Panel will explain how the meeting will be structured and ensure that introductions are made. The panel will ask if there are any questions before the meeting starts.
- The Lead Manager will explain why the panel has been called. They may use a range of sources of information, including the College electronic data systems.
- The panel may ask questions to clarify their understanding of the information provided.
- The student will be invited to give their explanation about why the panel has been called and the opportunity to respond to the information provided.
- The Panel may ask questions to clarify their understanding of the information provided.
- A broader open discussion may flow from these opening comments.
- Towards the end of the meeting the panel will summarise the evidence provided and may discuss if referral back to Contract, or a possible extension via Senior Manager's Contract is appropriate.
- At the end of the meeting a member of staff will ensure that the student and visitor(s) are safely starting their journey home.
- The panel will deliberate the most appropriate ways in which the College can support the student, and this will be Permanent Exclusion, referral back to Contract, or an extension via Senior Managers Contract.
- Any student who chooses to withdraw before or during their meeting will be recorded as permanent exclusion.
- The panel will attempt to communicate their decision to the student within 24 hours by phone, and in writing within 5 working days.

Students may appeal to the Principal that the process has not been followed, but may not appeal against the content or substance of the decision made by the disciplinary panel.

Fitness to study

The College is committed to supporting all students to complete their courses successfully and achieve their potential. However, there are times when physical and/ or mental health issues mean that students are unable to meet the commitments agreed at enrolment. In such cases, staff will support students using the student performance management process detailed above. At each stage, staff will communicate clearly with parents and students the ways in which the student's physical or mental health is impacting on their progress and the support that has been offered to help them stay in College. There may be situations where the College has made reasonable adjustments and appropriate support, but the student is still unable to meet the commitments agreed at enrolment. If stages 1-3 of the student performance management policy have not been successful in helping the student make progress, a 'fitness to study' panel will be called where the Lead Manager will explain how Fitness to Study is impacting on the student's progress and attendance. There will be an opportunity for a discussion with the student and the family on the student's fitness to study and the most appropriate options available. The outcomes of this panel may range from continuing on their programme of study whilst meeting their enrolment commitments, to withdrawal from College.

Returning to College

Any student who leaves College following a Fitness to Study panel and wants to return the following year would be required to re-apply, and provide evidence that they are now fit to study.

Suspension of students

Students may be suspended from attendance at the college by two senior members staff, such as members of the Senior Management Team or other senior managers. Suspended students are not permitted to attend any College sites or activities and must not contact College staff or students (unless told otherwise) until a return to College meeting has taken place with a senior member of staff. If the student is on a contract this meeting will automatically be a Disciplinary Panel.

Suspension may take place to safeguard the student themselves or other members of the College community where there is a risk of harm. The College will not use suspension as a punishment.

The normal time limit for a suspension is 1-5 working days. However, it may last until the event that led to the suspension is resolved (for example, a serious criminal trial). During the suspension the student will remain on the College roll and the College will endeavour to support the continued progress of the student's learning where practically possible. If lasting longer than 5 days, the reasons for the continuing suspension will be explained to the student and further support offered to the student so that their studies may continue remotely.

Following suspension, the student will either [1] attend a return to college re-integration meeting with a parent/guardian/carer to discuss the most appropriate next steps, [2] withdraw, or [3] be offered the opportunity to attend a Disciplinary Panel. If a parent/guardian/carer does not attend this return to college re-integration meeting, an appropriate adult, for example the progress coach, will attend to be an advocate and support for the student. Failure to attend the return to college meeting will be taken as a failure to engage with the support provided by the college. A further meeting date will be offered, failure to attend this will result in removal from college.

If the appropriate next step from Suspension is a Disciplinary Panel Meeting this will be held using the standard format described above.

Related Documents

- Stage 2: Commitment report ([BLUE Card](#))
- Stage 3: Contract report ([YELLOW Card](#))
- Stage 5: Senior Managers Contract Report ([RED Card](#))
- Student and parents information [guide](#).
- Searching, Screening and Confiscation Advice For Schools [[DfE](#)]
- HE students- [Guide](#) to attendance support plans



PRAISE PROCESS

STAGE 1

WHO: Any member of staff; particularly Teachers, Progress Coaches

ACTIONS:

- Conversation with student explaining why they are being recognised (Congratulate, set future goal, motivate)
- Log on CEDAR as 'commendation: ASPIRE programme' via pastoral log, ticking the relevant ASPIRE principle

STAGE 2

WHO: ADTLA, Middle Managers, Progress Coaches, Teachers

ACTIONS:

- Floor meeting focused on praise
- Identify any students not recognised who should have been
- Actions decided
- Internal case studies produced for displays

STAGE 3

WHO: Principal, ADTLA, Middle Managers, Progress Coaches

ACTIONS:

- Postcards sent home
- Pathway recognition in the atrium
- Certificates awarded
- Photos displayed on social media, screens etc by Marketing Team

HALF-TERM AWARDS

In the last week before October, February, and May Half Term breaks - PC's will send postcards home to all students with five nominations or more

TERM AWARDS

In the last week before Christmas, Easter and the end of the year, the top twenty students in each pathway will be recognised

Top five from each pathway seen by the Principal

Next 15 most nominated students will be recognised at a pathway awards ceremony

BE SOCIAL:



facebook.com /SOT6thformcollege



twitter.com /SOT6FC



youtube.com /SOT6FC



instagram.com /sot6fc

Appendix B: Behaviours associated with ASPIRE principles



The poster features the ASPIRE acronym in large white letters on a purple background. Logos for 'sfc' and 'Potteries Educational Trust' are in the top corners. Six white boxes with torn edges list behaviours for each principle. A legend at the bottom shows colored circles with letters A, S, P, I, R, E corresponding to the principles.

ASPIRE

ACHIEVEMENT

- Assessment
- Commitment
- Competition
- Creative expression
- Excellence
- Musical excellence
- Overcoming adversity
- Progress
- Sporting success

SKILLS

- Analysis
- Application
- Communication
- Creativity
- Decision Making
- Digital skills
- Evaluation
- Finding solutions
- Innovation
- Leadership
- Organisation
- Planning
- Prioritising
- Problem solving
- Time management

PARTICIPATION

- Compromise
- Course representative
- Fundraising
- Inquisitive
- Interaction
- Listening
- Motivation
- Respect
- Self-analysis
- Teamwork
- Volunteering

INDEPENDENCE

- Adaptability
- Commitment
- Confidence
- Curiosity
- Feeding back
- Flexibility
- Going the extra mile
- Initiative
- Intuition
- Motivation
- Reasoning
- Resilience
- Responsibility

RESPECT

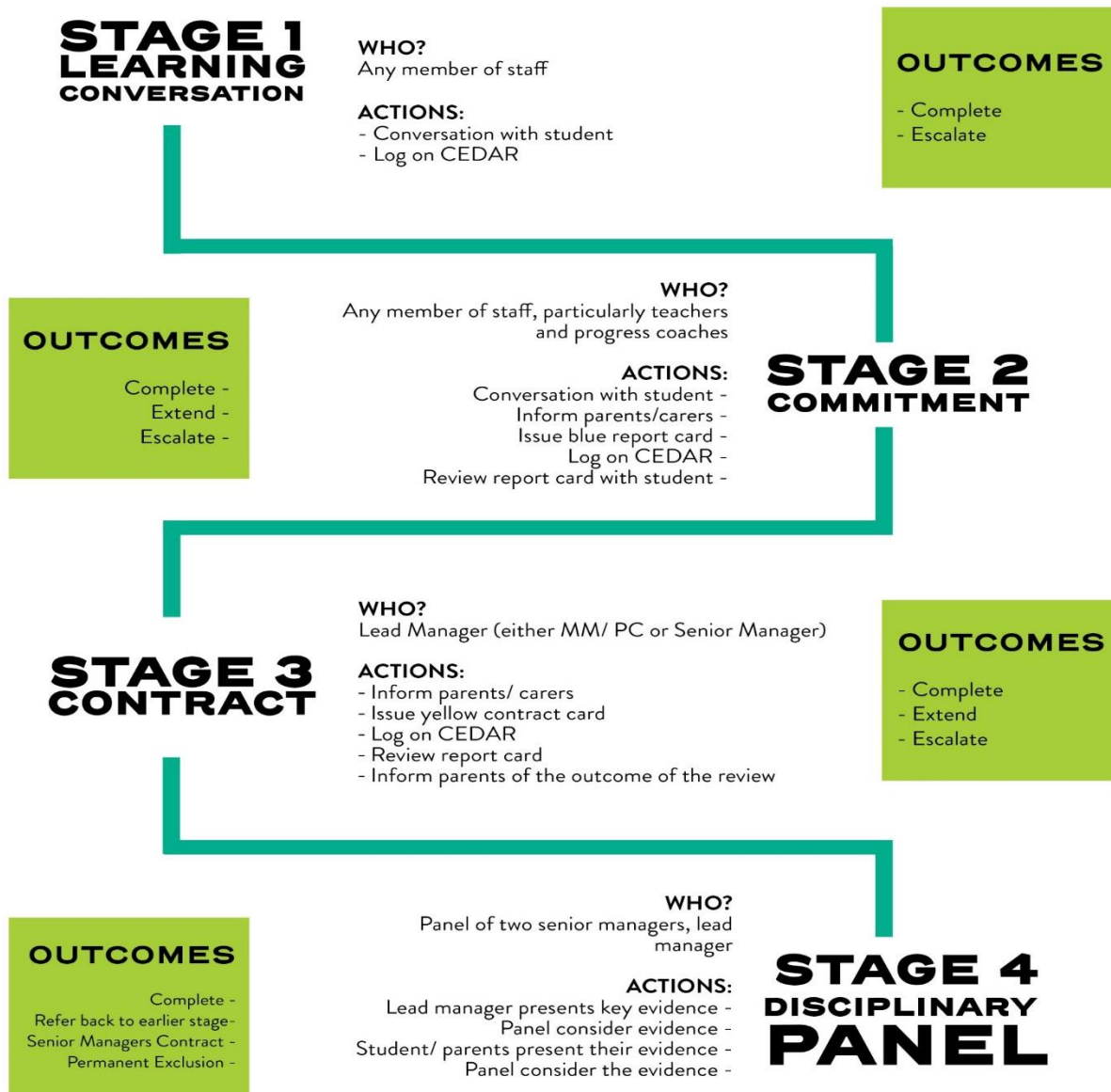
- Compassion
- Compromise
- Empathy
- Friendliness
- Helping
- Humility
- Interaction
- Reasoning
- Reflection
- Selflessness
- Supportiveness

ENDEAVOUR

- Acceptance
- Determination
- Growth mind-set
- Motivation
- Perseverance
- Positivity
- Problem solving
- Resilience
- Resourcefulness

A ACHIEVEMENT **S** SKILLS **P** PARTICIPATION **I** INDEPENDENCE **R** RESPECT **E** ENDEAVOUR

Appendix C: Student performance management procedure flow diagram



Appendix D: Appeals and complaints

Students may appeal a decision made through the Student Performance Management Policy. For the purpose of clarity an appeal is not a complaint. If a student, parent or member of the community wished to make a complaint about a member of staff the Staff Disciplinary Procedure would be used to address the complaint. If the complaint regarded a college function or operation the Trust Complaint's Policy would be used.

An appeal would normally be made by the student, who is the person holding the legal relationship with the college, and we would encourage those with parenting responsibilities to support the student in making the appeal. The appeal should be made in writing to the college Principal (for example an email) and explain the reason for the appeal. An appeal can be made on the basis that the Student Performance Management policy has not been followed correctly or that additional information not previously shared could have a material impact on the original decision made. The following procedure is used to gather information from all relevant parties, consider the appeal, reach a decision and communicate this to the appellant;

Action	Method	Timescale
Appeal in writing to the college principal	Letter or email to the Principal's PA	Within one month of the original decision
The Appeal is acknowledged and next steps explained	Standard letter 1	2 working days from receipt
A lead Manager is appointed		
Lead manager acknowledges the Appeal and agrees the next steps with the Appellant	Email / Phone call / face to face meeting	5 working days from receipt
Lead manager investigates the Appeal gathering evidence from all relevant parties.	GDPR and safeguarding guidelines and policies to be carefully considered when gathering evidence. A particular focus is to protect and enhance the student voice when gathering evidence.	5 working days from receipt or initial meeting with the student as appropriate.
Lead manager carefully considers and weighs the evidence gathered before proposing a written outcome to the college principal.	The test is whether another reasonable manager would have reached the same decision, not whether the original decision is right or wrong. Three outcomes are available to <ul style="list-style-type: none"> • uphold, • partially uphold • reject the appeal. 	10 working days from receipt
The Principal communicates the outcome of the appeal to the appellant.	Standard letter 2 from the Principal's PA	10 working days from receipt
There is no right to appeal the outcome of the appeal.		

Appendix E: Disciplinary panel instructions

Start of the panel

1. Thanks and introductions

Explain the purpose:

_X ___ has been referred for the following reason [s] _____

2. Explain the process of the meeting

_____ will explain the reasons for why _____ has been referred. We'll look at CEDAR and we may ask _____ for clarification.

_____ will then be able to explain to the panel what has been happening from their point of view and give their explanation. We may take notes, but please be reassured that we are listening.

At the end of the panel, _____ and I will discuss the outcome. Outcomes can range from continuing in College, to senior manager's contract to permanent exclusion. We will give you a verbal update within 24 hours and give you written communication in 5 working days if the student is to be permanently excluded.

Do you have any questions about the process?

3. At this point, we ask students to hand in their ID card

Conclusion of the panel

4. Reiterate what happens next.

PLEASE NOTE: It may be appropriate for students to attend lessons after the disciplinary panel until the decision is communicated. In such cases, the chair will ask the student/ parent to step outside while that is discussed.

5. Check contact telephone numbers for student and next of kin.

Appendix F: Process for pausing students due to ill health

In some cases, student ill health may prevent them from attending and may ask to pause their studies and re-commence them the following academic year.

In such cases, the following procedure will apply:

The senior manager [ADTLA or DTLA] will explain the risks and benefits of pausing their studies to the student and their family.

The senior manager will explain that the responsibility for returning to College lies with the student and their family, and the process for returning to College.

Following the meeting, the Senior Manager will fill out a leavers' form. On the leavers' form they will indicate that the student's end date should be amended to July of the summer after their original planned leaving date. The student will then be withdrawn from their current classes but retained on the ILR.

The student's name will be recorded on a central list and re-contacted in the summer term to discuss whether a return to study is appropriate.

Returning to College

Students wishing to restart the first year of their studies would be expected to re-apply using normal College admission processes. The usual entry requirements will be applied.

A student pausing their studies during year 13 would return to restart the second year of their course. The student should contact their Progress Coach and/ or their ADTLA to arrange an appointment during the summer term.

Appendix G: Explained and sanctioned absences

We know that attendance is a major factor in underachievement. If students are not in the classroom [physical lesson or 'lesson in a different classroom'] they are not learning as effectively as they would if they were present.

We take a consistent approach to sanctioning absence to ensure fairness for all students and families.

Explained and authorised absence	The student is absent as they are taking part in an educational activity, e.g. sporting activity, filming, educational visit organised by College. This <u>will not</u> count as an absence against a student's attendance record
Explained and unauthorised absence	The student/ parent has explained the reason for an absence to the College but this is unauthorised, this may include: ill-health; travel problems; appointments; bad weather; etc, - these count as an absence against a student's attendance record