



**KING
GEORGE V
COLLEGE**

Maintaining Student Responsibility (Academic)

Policy and Procedures

2020-21

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1. Introduction

- 1.1 The College is committed to a positive policy of equality and diversity and strives to support students wherever possible. It wishes to create an environment that is safe and welcoming to all students, staff and stakeholders. It aims to promote a positive culture where students are able to learn, develop and achieve in a respectful and fair environment. In order to ensure this, the College expects students to behave in an appropriate manner at all times and any student who contravenes this may be subject to the disciplinary procedures as set out in this document.
- 1.2 An overview of the procedures detailed in this document is presented in Appendix 2.

2. Aim of the Policy

- 2.1 The aims of the policy are to:
- provide a clear framework for students, parents and carers on expectations and procedures in relation to student progress and their ability to achieve on their course and the supportive measures that can be put in place to support students through this process.
 - provide clear guidelines on how staff can effectively follow up concerns around a student's ability to achieve on their course and supportive measures that can be put in place to support this process.

3. Scope

- 3.1 This policy applies to students irrespective of their method of application or enrolment or their type of study including those on further education, higher education, school links, tasters and apprenticeship programmes, studying either full-time or part-time, whilst attending a College centre, participating in remote learning or on a College-approved placement or trip.

4. Student Profile and Individual Learning Plan (ILP)

- 4.1 Every full time student will complete an Individual Learning Plan (either paper-based or on ProMonitor dependent on level of course). This contains a student's profile and other information that is pertinent to teaching and learning. It also contains a record of any meetings that have been held, academic and conduct sanctions and any correspondence.
- 4.2 The Individual Learning Plan will provide necessary information to all tutors and support staff that teach and support the student. It will contain information on students other individual needs such as Learning Support, medical needs, welfare and safeguarding. Tutors and support staff should familiarise themselves with the level of maths and English, support needs etc.

5. Target Setting

- 5.1 As part of tutorial and review process, students and their Progress (16-18 programmes), Pastoral Tutor (Adult full time programmes) or Academic Tutor (for students on higher education

programmes) will set targets. At the same time they will review the targets they set previously. This will be recorded through ProMonitor.

- 5.2 Course / subject tutors will set academic targets for students throughout the year. The course tutor must ensure these are set appropriately and monitored. The Progress/Pastoral/Academic Tutor and the Curriculum Leader (Southport)/Subject Area Manager (KGV) must be informed if students fail to meet the targets set.
- 5.3 Targets should not only address issues arising e.g. poor attendance, poor punctuality, improvements in standards of work etc, they should also be set for students who are performing well and should encourage the student to stretch and challenge in order to raise standards even further.

6. Monitoring Students Attendance

- 6.1 The College electronic register system will be used to monitor attendance for all full time students. All tutors, including English and maths tutors, and Library Learning Centre Facilitators are required to complete a register. Attendance is reviewed on a regular basis through various attendance reports and daily attendance monitoring emails. The College's expectations in respect of attendance are set out in the Attendance and Punctuality Policy.
- 6.2 As per the College 'Attendance Policy' which outlines its statutory obligation to monitor children missing from education, the Safeguarding team will receive daily reports to monitor and follow up any student who has not attended for a prolonged period. Working in conjunction with Progress Tutors and Curriculum staff, safeguarding officers will make referrals to external support agencies, such as Children's Social Care, for any student who is perceived to be at risk.
- 6.3 During periods of remote learning, such as the Covid-19 pandemic, staff continue to monitor the engagement of all students and are in regular contact with students, parents and carers. Additional information is available via our College website.
- 6.4 During periods of remote learning, such as the Covid-19 pandemic, Vulnerable students (including those with an allocated Social Worker or a current Education and Health Care Plan) remain in regular contact with key support staff from the safeguarding and learning support teams who are able to offer bespoke remote support on a 1:1 basis.

7. Student Review, Action Planning and Annual Progress/Pastoral Report

- 7.1 Full time 16-18 students will have an annual review with their Progress Tutor, with additional reviews during the Induction period and to discuss their progression options. Students may also have ad-hoc meetings with their Progress/Pastoral Tutor, as required. The Progress/Pastoral Tutor will provide relevant staff with a review planner, which will indicate when the student will have their one to one review. At the one to one review, the Progress/Pastoral Tutor will record the outcome of the meeting as part of the students ILP. In addition, Progress/Pastoral Tutors will

monitor attendance and punctuality and will meet with students to discuss targets and progress towards their overall achievement.

7.2 Annual Report to Parents/Guardians: Every member of staff who teaches the learner will complete a report, providing feedback on effort and attainment in addition to a general comment. The Curriculum Leader or Subject Area Manager will then summarise the reports. The report will be issued annually in the Spring term to students, with a copy for parents / guardians (for full time students aged under 18 or if aged 19-24 with a learning difficulty, if consent has been given).

7.3 The Annual Review (Spring Term) will include:

- A review of subject reports from all staff including Maths and English;
- Review of previously set targets;
- Discussion of Progress plan;
- Learning Support (if applicable);
- Personal Development, Behaviour and Welfare (if applicable);

7.4 A Parent's Evening (for full time students aged under 18 or if aged 19-24 with a learning difficulty, if consent has been given) is to be organised at least twice a year during November and February (this is the responsibility of the Curriculum Leader/Subject Area Manager).

7.5 In line with the Data Protection Act (2018) and GDPR, if a student expressly requests the College not to contact parents / guardians, the parents / guardians will not be informed. The only exception to this is if there is an identified safeguarding concern. For clarification please contact the Assistant Principal Curriculum and Quality, a member of the Safeguarding Team or the Senior MIS Officer.

7.6 During periods of remote learning, such as the Covid-19 pandemic, Progress Tutors and curriculum staff will remain in contact with students, providing suitable learning materials and 1:1 support remotely where required.

8. Probationary Period – Weeks 1-6: Induction Action Plan

8.1 The transition to College can be difficult for some students and we recognise that there needs to be a period of readjustment as students get used to their new environment and the expectations of them. During the first few weeks, students will follow an ongoing programme of Induction which will help them settle into both College life and meet the requirements for their course. The Progress/Pastoral Tutors, along with course teams, will lead them through this process but will also identify any students where transition is causing difficulty. All students will have a 'right choice review' in the first six weeks of their programme to ensure they are on the right course. Where appropriate, referrals can be made to any of the Safeguarding Officers, Progress Tutors or a member of the Student Guidance team for appropriate advice and guidance.

8.2 Initial concerns will be followed up by the course tutor, however where there are on-going concerns the Progress/Pastoral tutor should meet with the student, set appropriate targets and record this meeting on the ILP. This must be **within 4 weeks** of student starting course to enable appropriate follow up. This procedure can also be used to support more vulnerable students who may have been identified through the admissions process.

8.3 A Vulnerable Student is, or may be, in need of Community Care Services by reason of mental ill health or other disability, age or illness and is, or may be, unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation. Vulnerability can apply to a wide range of disabilities and situations including those adults at risk owing to their caring role or family responsibilities. Vulnerability may be temporary or permanent. Individuals can become vulnerable when no previous conditions existed, for example if they become ill. Vulnerable Group students can include students who are Looked After (LAC) or are leaving care, those with caring responsibilities, those with criminal convictions, young parents and those with other external issues which could affect their ability to achieve.

8.4 Concerns may be raised in the following areas:

- Attendance – min 90%* (min 85% for Higher Education students)
- Punctuality – min 90%*
- Returning students whose attendance was a cause for concern the previous academic year
- Students who are re-starting their course after withdrawing the previous year
- Behaviour – general classroom behaviour plus any specific conduct incidents (significant issues will be addressed through Maintaining Student Responsibility - Conduct procedures)
- Attitude towards work / effort
- Any support issues e.g. Learning Support, welfare, financial support
- Difficulties with attainment levels
- Poor performance in timed and controlled assessments
- Non-submission of coursework, including independent study, e.g. homework
- Unauthorised non-attendance on work placement
- Any timetable issues

** Targets are written on an individual basis, therefore different criteria and expectations may apply for different groups of students.*

8.5 The Progress/Pastoral/Academic Tutor will meet with the student and discuss the issues. They will then set a number of realistic targets for the student to ensure they are clear of what is expected of them whilst in College. This must be recorded as an Induction Action Plan (IAP) meeting on ProMonitor. Where it has not been possible to meet with the student due to non-attendance, a copy of the action plan will be sent to the student and to their parents/guardians if they are under the age of 18 (where consent has been granted). The Tutor must notify the Quality and Support Officer of this meeting via a Learner Comment on ProMonitor to ensure a copy of the agreed targets are sent to parents / guardians (where consent has been granted). The Tutor must also liaise with Safeguarding Officers and Learning Support to see if there are any support needs or concerns that need to be addressed. The targets will be set for a maximum of **two** weeks. If after that time the Curriculum Leader/Subject Area Manager and

Tutor still have concerns about the student, the Tutor will liaise with the Head of Department to recommend withdrawal from College. Where withdrawal is recommended this must be with agreement of the Assistant Principal Curriculum and Quality. If a student is to be withdrawn the process as outlined in Outcome 3 must be followed.

- 8.6 A meeting will be called with the Progress/Pastoral/Academic Tutor, Head of Department, Quality & Support Officer (or member of the Safeguarding Team) and the student to confirm withdrawal and make recommendations for next steps. A summary of the meeting will be stored on ProMonitor and links to appropriate areas of support provided.
- 8.7 If a student wishes to appeal against the decision to withdraw them they must follow the process for Case Conference Appeals as set out in section 9.
- 8.8 Consideration needs to be given for students who have learning difficulties or are considered vulnerable. Adaptation to approach of this procedure may be made along with close monitoring of progress

9. Head of Department Meeting (after probationary period)

- 9.1 Where there are concerns of poor academic performance or factors that may affect academic performance a meeting can be called with the Head of Department if meetings with the Progress/Pastoral/Academic Tutor and / or Curriculum Leader/Subject Area Manager have not resulted in an improvement. The Tutor must also liaise with Safeguarding Officers and Learning Support to see if there are any support needs or concerns that need to be addressed or issues that may need to be taken into account such as Learning Difficulties, medical conditions or the student is part of a Vulnerable Group (as outlined in section 8.3). The Head of Department, Tutor and the student meet to discuss and agree formal targets and a verbal warning may be issued to the student. This meeting (with agreed targets) will be recorded on the ILP as a 'HoD meeting' by the Progress/Pastoral/Academic Tutor. The Tutor must notify the Quality & Support Officer of this meeting (via a Learner Comment on ProMonitor) to ensure a copy of the agreed targets and notification of the verbal warning can be sent to the student's parents / guardians (where consent has been granted).
- 9.2 The targets resulting from the HoD meeting must run for a minimum of one week and a maximum of two weeks and will be monitored by the Progress/Pastoral/Academic Tutor. If there is no improvement by the deadline set, a Case Conference should be called.
- 9.3 All letters sent to a student with concerns over their academic progress, conduct, attendance etc. should be sent via the Quality & Support Officer to allow a record to be kept on file. Letters will be sent from the Quality & Support Officer within 5 working days of notification.
- 9.4 Examples for calling a Head of Department meeting include;
- Attendance – where this has fallen below 90%*
 - Where a student continually misses a specific class or doesn't attend College at a specific time (e.g. Monday mornings, theory sessions, English or maths)
 - Punctuality – where this has fallen below 90%*

- Behaviour – low-level classroom disruption or persistent disruption
- Attitude towards work / lack of effort which is likely to have a negative impact on the student's progress
- Outstanding / late assignments – 2 or more
- Poor performance in timed and controlled assessments

** Different targets may apply for different groups of students (see 9.5)*

9.5 In order to maximise student potential, for Higher Education students a meeting with the Head of Department will be triggered where attendance falls below 85%.

10. Case Conferences (after probationary period)

- 10.1 If the Head of Department meeting has been unsuccessful, or where the issues are of a more serious nature, a Case Conference can be called. As with the Head of Department meetings, Case Conferences should be called to address poor academic performance or factors that may affect academic performance, such as the examples above.
- 10.2 The Progress/Pastoral tutor must liaise with Safeguarding Officers and Learning Support to see if there are any support needs or concerns that need to be addressed, or issues that may need to be taken into account such as Learning Difficulties, medical conditions or the student is part of a Vulnerable Group (as outlined in section 8.3).
- 10.3 Case Conferences should be supportive in nature and should encourage students to get back on track with their course. They are called at the point where a student still has the opportunity to achieve on their course. For students on 1 year programmes, Case Conferences must not be called after February half term; for students in year 1 of a 2 year programme, Case Conferences can be called throughout the year. Case Conferences should not be used as a method of withdrawing students or as a disciplinary measure. **Case Conferences should not be used to deal with specific conduct issues (see *Maintaining Student Responsibility - Conduct Policy*).**
- 10.4 During periods of remote learning, such as the Covid-19 pandemic, students who are deemed 'at risk' through lack of engagement are monitored regularly and may be subject to amended MSR academic procedures which may include telephone calls or video meetings with key staff and Heads of Department. Where permission has been granted, in line with GDPR guidelines, parents/guardians will be informed of any non-engagement via the Progress

10.5 Calling a Case Conference

- 10.5.1 The student is advised by the Progress/Pastoral/Academic Tutor that a Case Conference will be called and why. If the Tutor is unable to meet with student in person due to absence, they may notify them via the telephone or email. The Case Conference must be scheduled on a day the student normally attends College.

10.5.2 In a case where a student may have significant problems, a preliminary meeting may then be called with a relevant member of staff.

10.5.3 The Tutor calls a Case Conference by sending a meeting request to the Head of Department and then booking a time slot through the Student Hub (Room 5) booking facility (Outlook Calendar). Once this time has been agreed, the Tutor will complete a 'Case Conference' meeting on ProMonitor. The meeting **must** be completed with SMART targets which will form the Learning Responsibility Agreement (LRA, annex 1). The Tutor must notify the Quality & Support Officer of the Case Conference via a Learner Comment on ProMonitor. The Quality & Support Officer drafts the LRA and arranges the Case Conference by inviting the student and parents/carers/relevant professionals (where consent has been granted).

10.5.4 5 working days' notice **must** be given to the Quality & Support Officer in order to arrange the Case Conference.

10.6 The Case Conference

10.6.1 The Progress/Pastoral/Academic Tutor and Head of Department (HoD) attend the Case Conference with the student and his / her parents* / guardians* or relevant professionals as support. NB: On rare occasions it may be appropriate for the Curriculum Leader/Subject Area Manager to attend. **(where consent is granted)*

10.6.2 The parents / guardians are invited for students with the students' consent. If parents are unable to attend they may submit a supporting letter/email in advance of the meeting.

10.6.3 The Learning Support Manager will be invited if learning support issues are relevant or the student has an EHCP. A member of the Safeguarding Team will be invited if welfare issues are relevant.

10.6.4 **Substitutions may be made as follows:**

- *HoD may be substituted by: another HoD, Deputy HoD, or Director.*
- *An appropriate team member who has knowledge of the student i.e. the Curriculum Leader/Subject Area Manager may substitute for the Progress/Pastoral Tutor.*

10.7 Format of the Case Conference

10.7.1 The HoD chairs the meeting. They ensure introductions are made and the purpose of the Case Conference discussed.

10.7.2 The HoD outlines the issues and ensures the views of the parents / guardian and students can be made and listened to. The Head of Department will have access to information from the students ILP (either electronically or paper-based copies) along with any other relevant documentation to support the issues raised e.g. academic tracking documentation, previous targets set and attendance punctuality statistics.

10.7.3 Student must be given the opportunity to raise any concerns they have, any current issues they are facing that are impacting on their performance in College etc. This is to allow for appropriate support to be put in place. A summary of the meeting will be recorded on ProMonitor by the Progress Tutor.

- 10.7.4 The HoD presents and explains the Learning Responsibility Agreement (LRA, Annex 1) and the SMART Targets set for the student.
- 10.7.5 The HoD must ensure that the student understands that failure to comply with the LRA will result in the student being withdrawn from the College. At this stage an academic written warning may be issued.
- 10.7.6 All parties sign the LRA. If a student refuses to sign the LRA it will be reviewed by the Assistant Principal-Curriculum & Quality to ensure the targets are reasonable. If the AP agrees they are reasonable, the LRA will stand; the student will be written to to advise them. A date and time for a Monitoring Meeting is set and explanation given as to what will happen at the meeting.
- 10.7.7 If links to support services are recommended the Tutor must ensure the relevant team are informed e.g. Learning Support, dyslexia team, counsellor etc.

10.8 The Learning Responsibility Agreement and Monitoring Meeting

- 10.8.1 The LRA lasts for an initial **two** term time weeks; the Monitoring Meeting date and time **must** be set at the Case Conference to reflect this and recorded on the LRA.
- 10.8.2 At the Monitoring Meeting, the Progress/Pastoral/Academic Tutor must review the LRA and record the outcome as a comment attached to the Case Conference meeting on the ILP for the attention of the Quality & Support Officer. The target/s set should be reviewed individually to ascertain if they have been met. This must include feedback from the course teams.

10.8.3 The Monitoring Meeting may have one of **three possible outcomes**:

<p>Outcome 1</p>	<p>The student has met the terms of the LRA satisfactorily. In this case, the student is informed that they are no longer on a LRA and a letter is sent to the student (and parents / guardians where consent is given) to inform them. The Quality & Support Officer will then send the appropriate letter informing the student and parents/guardians (where consent is given).</p>
<p>Outcome 2</p>	<p>The student has gone some way to meeting the terms of the LRA, but not yet to the complete satisfaction of the Course Team. In this instance, the LRA can be extended for a further total two term time weeks and another Monitoring Meeting date is set. The Quality & Support Officer will then send the appropriate letter informing the student (and parents/guardians where consent is given) with the date, time and place for the new Monitoring Meeting. After the extended two-week period the student is either released from the LRA or a recommendation to withdraw from the College is made. If the student is to be withdrawn please see 'Outcome 3' below.</p> <p><i>NB: A student can only have their LRA extended for two weeks in total.</i></p>
<p>Outcome 3</p>	<p>The student has made very little or no effort to meet the terms of the LRA; a recommendation to withdraw from the College is made by the Progress/Pastoral Tutor to the Head of Department. If this is the case the Head of Department must discuss this with the Assistant Principal - Curriculum and Quality. Evidence of supportive meetings, target setting and formal meetings, as per this policy, are held on the students' ILP and are used to inform the decision. If the student has an Educational Health Care Plan (EHCP) the Learning Support Manager must be informed and an emergency review meeting with the Local Authority must be held before a student can be withdrawn; this should happen as soon as possible after the recommendation for withdrawal being received. Once withdrawal has been agreed, a meeting is arranged with the HoD, Progress/Pastoral Tutor and student in the Student Hub where the student will be informed of the reasons for their withdrawal. The Quality & Support Officer will attend to take notes from the meeting.</p> <p>If a student is under 18 or is part of a Vulnerable Group, the HOD or Progress/Pastoral Tutor must contact the student's parents / guardians as soon as the meeting is complete and inform them that the student has been withdrawn (where consent is given by the student).</p> <p>The Quality & Support Officer will then send the appropriate letter, from the Assistant Principal Curriculum and Quality, informing the student (and their parents/guardians where consent is given), of withdrawal. The Quality & Support Officer will record details of the meeting as a 'withdrawal meeting' on ProMonitor.</p> <p>For any student up to the age of 17 the Head of Central Services will inform the Local Authority of any withdrawals. All students who are withdrawn can access the Information & Reception Desk for guidance for two weeks following their withdrawal.</p> <p>Any student that is withdrawn from College through these procedures will have a flag</p>

	added to their enrolment record. This will be requested by the Quality & Support Officer. Should the student wish to apply for a new course in the future, then the student will need to meet with a Safeguarding Officer on application. The Safeguarding Officer will liaise with the Head of Department as to whether the enrolment can proceed.
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10.9 Failure to attend a Case Conference or Monitoring Meeting

10.9.1 If a student fails to attend their Case Conference a new meeting may be rescheduled as soon as is practicable. If a student fails to attend their Monitoring Meeting then this meeting will take place in their absence, except in exceptional circumstances. If withdrawal has been agreed, the student will be notified in their absence via letter.

10.9.2 A Case Conference meeting can only be rescheduled once, except in exceptional circumstances (at the discretion of the Head of Department).

10.10 Reinstatement of the Learning Responsibility Agreement (LRA)

10.10.1 If a student has satisfactorily met the terms of their LRA and is thus released, but subsequently fails to maintain the targets set, it is then appropriate to re-instate the original LRA (this can be done anytime through the duration of the course). The Progress/Pastoral/Academic Tutor must record this on ProMonitor as an 'LRA re-instatement' comment (for the attention of the Quality & Support Officer) which is linked to the original Case Conference meeting. The Quality & Support Officer will send the appropriate letter to the student (and parent/s where consent is given), reminding them of the agreed targets and informing them of the date for the new monitoring meeting. Normal processes for monitoring and reviewing the LRA must be followed (as per section 10.7).

10.10.2 If the issues are different to the previous Case Conference then a new Case Conference must be called.

10.10.3 The LRA can only be reinstated **once** per academic year. A new LRA / Case conference is required for each academic year, even if the issues are the same.

11. Appeals Procedure for Case Conference

11.1 The student has a right of appeal against withdrawal from the College, by written notice to the Assistant Principal Curriculum and Quality with grounds for their appeal, within 5 days of receipt of written notice of the outcome of the meeting.

11.2 The student will be allocated an impartial person to support them through the process.

11.3 An appeal panel will be convened consisting of the Principal, a member of the Management Team and a staff member familiar with the course but not the case, a note taker will also attend.

- 11.4 The student will be invited to present their case with evidence and can be accompanied by a parent / guardian or other supportive representative (where consent is given). All panel members should be sent copies of all documentation.
- 11.5 The Principal will advise the student of the outcome of appeal within 10 term time days of receipt of the appeal letter (During periods of remote learning, such as the Covid-19 pandemic, responses may take slightly longer in line with operational functioning of the College). The outcome of the appeal is final.
- 11.6 **Guidance on the Appeal Process:**
During the process of the appeal the following factors should be considered:
- Whether withdrawal from the course is considered to be fair and appropriate.
 - That the procedural requirements were met.

12. Vulnerable Students

- 12.1 The Progress/Pastoral/Academic Tutor must consult in advance with the Assistant Principal- Curriculum & Quality, Quality & Support Officer , Head of Central Services or Student Engagement Officers regarding any student (irrespective of whether they are failing to maintain academic standards) who is considered to be part of Vulnerable Group (see section 8.3). If the student is deemed to be vulnerable, the MSR Procedures may be customised to meet with the particular circumstances of the student i.e. smaller meeting setting, reduced panel members.
- 12.2 Vulnerable students may present a risk to themselves or others and where appropriate welfare / safeguarding procedures should be considered.

13. Special Consideration

- 13.1 At the discretion of the Assistant Principal Curriculum and Quality, special consideration may be made for students with Learning Difficulties or Disabilities or those from Vulnerable Groups regarding the implementation of Case Conference procedures. An alternative approach may be for the Progress/Pastoral/Academic Tutor and Quality & Support Officer, Head of Central Services or Student Engagement Officer to represent the College, meeting with parents / guardians / professionals and the student (where consent is given), which may still result in the signing of the LRA or simplified behaviour contract. This will be recorded on ProMonitor by the Progress/Pastoral Tutor. The Progress/Pastoral Tutor should consult with the HoD throughout this process. Students must not be withdrawn via this process unless this has been made clear from the outset and following a further meeting involving the Head of Department. If the student has an Educational Health Care Plan (EHCP) the Learning Support Manager must be informed and an emergency review meeting with the Local Authority must be held before a student can be withdrawn; this should happen as soon as possible of the recommendation for withdrawal being received.

14. Under 16s

- 14.1 The MSR (Academic) Procedure may be used for students of the College who are under 16. However special consideration may need to be given and involvement with parents / guardians, and school (where appropriate), is essential at all stages. The Director of Curriculum & Quality must be informed and will liaise with the school regarding appropriate targets. The meeting may take place in the school setting.
- 14.2 When attendance is giving cause for concern or the student is unlikely to meet the targets set for them, the Head of Central Services must be informed in advance as local authorities Educational Welfare Officers may need to be informed.

15. LRA at Persistent Misconduct / Gross Misconduct Hearings

- 15.1 As part of Persistent Misconduct or Gross Misconduct hearings under the Maintaining Student Responsibility Conduct procedure, a Learning Responsibility Agreement (LRA) may be set. This follows normal LRA procedures under the under the Maintaining Student Responsibility Academic procedure, including targets for completion of work, attendance and punctuality etc.

16. Time scales – Academic Warnings

- 16.1 All sanctions will be logged on ProMonitor by the Quality & Support Officer. They will be disregarded for the purposes of future disciplinary action as set out below:

Verbal Warning (academic)	- 6 months
Written Warning (academic)	- 12 months

17. Confidentiality

- 17.1 All the information gathered through implementation of these procedures will be treated confidentially. The information will only be passed to staff where relevant. All copies of case conference reports should be collected by the note taker at the end of the meeting.
- 17.2 All personal and sensitive information will be managed in accordance with the GDPR Regulations (2018) and the Common Law Duty of Confidentiality.
- 17.3 There may be occasion where the College is obliged to disclose information arising through these procedures, notwithstanding that the learner has refused consent:
- Where the learner's behaviour threatens their safety or safeguarding, and that of others;
 - Or where the College would be liable to civil or criminal liability for failure to disclose.

18. Other Relevant Documents

- Attendance and Punctuality Policy
- Maintaining Student Responsibility Conduct Policy

- Safeguarding Policy and Procedures
- Malpractice and Maladministration Policy
- Fitness to Study and Practise Policy
- Data Protection Policy
- Equality and Diversity Policy
- Academic Appeals Procedure
- Disability Statement

This document and the above documents can be found on the College website, Intranet or in the Student Information Desk. Further information is available from guidance@southport.ac.uk and via Progress, Pastoral and Academic Tutors.

19. Useful contacts

- Jesamine Kelly – Assistant Principal - Curriculum and Quality
- Liz Jones – Head of Central Services/Safeguarding Officer
- Laura Innes - Quality & Support Officer/Safeguarding Officer
- Karen Marsh / Rebecca Rothwell – Student Engagement Officers/Safeguarding Officers
- Vickie Hayes – Learning Support Manager

Appendix 1 Learning Responsibility Agreement - Academic

SOUTHPORT COLLEGE			
LEARNING RESPONSIBILITY AGREEMENT - ACADEMIC			
STUDENT NAME:			
I UNDERTAKE TO:			
<ul style="list-style-type: none"> • <Add targets here> • 			
I fully understand the terms of the Learning Responsibility Agreement including the written warning issued and that if I fail to attend the LRA Monitoring Meeting with (Progress/Pastoral Tutor) for an insubstantial reason, this action may result in my being withdrawn from my course.			
Monitoring Meeting Date:			
The duration of this LRA is as follows:			
Start date:		End date:	
Signed: (student)		Date:	
I fully understand the terms of the Learning Responsibility Agreement as it applies to my son/daughter.			
Signed: (parent/guardian)		Date:	
Signed: (parent/guardian)		Date:	
I undertake to monitor the student during the agreed period and to ensure that every effort is made to help the student meet the terms of the Learning Responsibility Agreement.			
H.o.D:		Date:	
Signed (Progress/Pastoral Tutor):		Date:	

Appendix 2 MSR Academic Procedure Flowchart

Maintaining Student Responsibility (Academic) Procedure

