

Academic Procedures (Sixth Form)

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Vision, Purpose & Values

Our Vision

Our students will be recognised locally & nationally for their positive impact on the communities and industries in which they choose to work.

Our Purpose

To inspire our students to gain the skills, knowledge and behaviours they need to be resilient and thrive in an ever-changing world.

Our Values

Excellence: A culture of creativity, high expectations, ambition and aspiration

Respect: Showing fairness, courtesy and mutual respect to each other and our environment

Integrity: Honesty, openness and trust at the heart of College life

Diversity: Celebrating diversity and inclusivity as a key to our success

STUDENT MANAGEMENT PROCEDURES – ACADEMIC

The Windsor Forest Colleges Group is committed to providing a peaceful and productive learning environment in which students can give their best, participate fully in all aspects of college life and be successful.

The Student Management Procedures for the Sixth Form (Strode's and Windsor College) are designed to:

- Focus, wherever possible, on positive interventions that support students to get back on track, enabling them to achieve and to be successful
- Prepare students for life and work by setting expectations that will help them to be successful in employment, higher education and society
- Provide a safe and harmonious environment where students are not subject to bullying or other negative behaviours which may impact on their ability to reach their potential
- Ensure fairness and consistency in the way all students are managed following academic and behavioural concerns
- Encourage all students to meet the appropriate and reasonable standards of conduct, attendance and work performance required by Strode's and Windsor Colleges as set out in college policies, rules and regulations
- Ensure transparency and clarity for students about what is expected of them

The colleges are also part of wider local communities and when appropriate we will act because of unacceptable behaviour, or behaviour which brings the College into disrepute, in local and surrounding areas.

Academic and behavioural expectations apply whether students are in the College building or grounds, undertaking work placements, on a trip, in the local area during college hours or anywhere else where they are occupying the role of a student of Strode's or Windsor College. All academic support notices remain in place for the duration of the students' study programme.

The Student Contract, found in the student handbook (<https://sites.google.com/windsor-forest.ac.uk/student-services-sixth-form/homepage>) which all full-time students sign, and Strode's and Windsor Colleges' Standards for Success (final page), set out clearly the attitudes, values and behaviours that are expected from all staff and students attending, enrolled or working at Strode's and Windsor Colleges.

Anti-bullying and harassment

The College has a zero-tolerance policy towards bullying and harassment, including sexual harassment, and works hard to create a positive and welcoming place for all students to study and flourish. Robust action will be taken in response to instances of bullying or harassment under the Misconduct Procedures and may lead to permanent exclusion. The College is committed to supporting students to make positive and safe decisions, including around the use of social media, and provides guidance on this. The use of social media which adversely impacts the learning environment will be deemed a serious misconduct and treated accordingly under the Misconduct Procedures.

Students in difficulty due to medical conditions

As part of the academic support procedures (see below), and regardless of a student's situation, the College requires each student to meet the expectations set out in the Student Contract and the Standards for Success. If a student's academic progress is hindered (including their ability to attend college regularly) by a serious illness or medical condition he/she/they will be supported as appropriate to ensure success in their studies. The College recognises the challenges of studying with a health condition and will endeavour to find sensitive and appropriate ways to support students, as well as providing clarity around the College's position on the limits of the support that can be offered. The College is, however, unable to provide or support distance learning regardless of an individual student's situation.

Preventing violent extremism

The College has a duty to ensure that nobody in the college community is drawn into violent extremism. This duty includes educating students to understand British Values and the role they play in supporting these. Any student who is thought to be at risk of radicalisation is likely to be supported under our safeguarding procedures, as well as managed under the Misconduct Procedures, depending on the circumstances.

Students with complex personal histories or Social, Emotional and Behavioural difficulties (SEB)

The College recognises that some students have diagnosed learning difficulties or SEB difficulties, which may impact on their behaviour. It also recognises that many students come from challenging and diverse backgrounds, which may mean they struggle to reach the required standard of performance and conduct (for example, Children in Care and those new to the UK having travelled from areas where they have experienced significant trauma).

The Student Contract and all other expectations around behaviour still apply to these students, and difficult personal backgrounds do not excuse behaviour that puts the safety or wellbeing of others at risk, or that contradicts the values of the College. However, where a student has declared a need in this area, relevant support will be provided to try to prevent him/her becoming subject to these procedures.

Should a student with a profile of this type be subject to Misconduct Procedures that do not result in exclusion, they will receive further support to meet any targets/conditions set because of any academic or disciplinary hearing, and to prevent reoccurrence of breaches of the Student Contract or College Values.

The Student Management Procedures

Student Management Procedures for Strode's and Windsor Colleges deal separately with academic and misconduct issues. This ensures that we do not treat academic concerns, e.g. non-submission of work or poor attendance, in the same way, and using the same sanctions, as very poor behaviour, e.g. fighting or otherwise bringing the College into disrepute.

The Student Management Procedures apply to all enrolled students, including 16–18-year-olds, adults and HE students.

Additional arrangements for students such as Children in Care, where we have reporting requirements related to local authorities, are set out at the bottom of this document.

*Staff must **always** record actions related to the use of formal procedures on the ILP, in the Student Management section. This ensures that all actions are logged and enables communications with parents/carers, and across college. This is imperative as effective resolutions of serious concerns rely on well-documented evidence and timelines of previous actions.*

Academic Support Procedures

The Academic Support Procedures aim to support students in achieving their potential, meeting college expectations, and resolving academic concerns through motivational dialogue. There are four stages (A1–A4) for students who are struggling with their studies, with an emphasis on getting them back on track.

Failure to comply with agreements and targets at each stage may result in referral to the next stage. In cases of serious academic concerns, students can be escalated to a higher level immediately.

Curriculum staff have the primary responsibility for monitoring and tracking student progress.

The procedures cover various issues such as ongoing concerns with academic progress, refusal to engage with support, poor attendance, and unsatisfactory performance on work placement.

It is expected that teachers and personal tutors will, before moving to formal procedures, have instigated initial interventions involving discussing concerns with students, setting improvement targets, and making consequences clear. If informal interventions are ineffective, formal stages of the procedures (A1-A4) are implemented, with the possibility of moving to a higher stage without completing the previous one in serious cases.

Note: If the issue is medical, related to a mental health or learning difficulty, staff may seek advice from the Learning Support team, the Safeguarding and Wellbeing team, Head of Tutoring or an AP. This is especially key when a student has an EHCP, identified learning needs or learning difficulties.

Academic Support Stage 1 (A1)

Stage 1 of academic management (A1) is implemented when a student fails to make significant progress despite informal intervention and discussions with curriculum staff or their personal tutor. Progressing to these stages is a serious matter, with potential outcomes including withdrawal from college.

Examples of issues that will be addressed at Stage 1 (A1) include concerns about attendance, not meeting College targets, failure to meet previously agreed targets, continued underperformance despite initial intervention, and incomplete homework, assignments, or independent learning tasks including Study Plus+. Serious concerns around medical or learning needs will be taken into account when targets are set.

A maximum of three A1 warnings are issued per subject over the course of an academic year, and if problems persist, the student will be escalated to Stage 2. The responsibility for issuing and monitoring A1s lies with the Subject Teacher or Personal Tutor.

The process and staff responsibilities at A1 include the following steps:

1. Identification of ongoing concerns by a subject teacher or personal tutor
2. Subject teacher/Personal tutor discusses the concerns with the student and makes them aware of the formal procedures and the issuance of an A1
3. Subject teacher/Personal tutor sets targets with clear review dates and explains to the student.
4. Subject teacher/Personal tutor completes the A1 on the ILP; student and parent/carer informed by email.
5. Monitoring of the A1 by subject teacher or personal tutor. If issues persist the student is moved to an A2.
6. Personal tutors check and monitor A1s issued in ongoing reviews.

Academic Support Stage 2 (A2)

Stage 2 of the academic student management procedures (A2) is initiated when a student has not met the agreed targets set at A1, little or no progress has been made against concerns raised in the A1, or when more than three A1s have been issued in a short period of time and concerns persist.

Clear evidence of discussions and actions taken during the A1 meetings by the Subject Teacher(s) or Personal Tutor must be recorded.

Progressing to an A2 is a serious matter, with potential outcomes including withdrawal from college.

The responsibility for issuing and monitoring an A2 lies with the Subject Teacher or Personal Tutor.

The process and staff responsibilities at A2 include the following steps:

1. Identification of ongoing concerns by a subject teacher or personal tutor and collation of evidence
2. Subject teacher/Personal tutor informs the Head of Department or Head of Tutoring.
3. Subject teacher/Personal tutor contacts the parent/carer to discuss ongoing concerns.
4. Subject teacher/Personal tutor arranges a formal meeting with the student to discuss lack of progress and ongoing concerns and issuance of an A2. Parents/Carers may attend this meeting if appropriate.
7. Subject teacher/Personal tutor sets targets with clear review dates and explains to the student.
8. Subject teacher/Personal tutor completes the A2 on the ILP; student and parent/carer sent a copy by email.
9. Monitoring of the A2 by subject teacher or personal tutor. If issues persist the student is moved to an A3.
10. Personal tutors check and monitor A2s issued in ongoing reviews.

Academic Support Stage 3 (A3)

A student moves to an A3 when it is clear they have not met the agreed targets set out at their A2, they have failed to make significant progress and are an ongoing cause for concern or are a re-start student who requires close

monitoring from the beginning of a new programme. Clear evidence of discussions and actions taken during the A2 meetings by the Subject Teacher(s) or Personal Tutor must be provided.

Staff should impress on students that moving onto an A3 is extremely serious with a number of potential outcomes, including being withdrawn from the College.

The responsibility for issuing and monitoring an A3 lies with the Heads of Department and the Head of Tutoring.

The process and staff responsibilities at A3 include the following steps:

1. **Subject teacher or personal tutor identifies ongoing concerns and collates evidence for the Head of Department or Head of Tutoring.**
2. **Head of Department/Head of Tutoring asks for feedback from all teaching staff on student's progress and targets for improvement where appropriate.**
3. **Head of Department/Head of Tutoring arranges to meet with the student and parents/carers.**
4. **Admin support helps with booking meetings and contacting invited parties.**
5. **Head of Department/Head of Tutoring chairs the review meeting with appropriate teaching staff as necessary. Concerns discussed and new targets set with appropriate support identified.**
6. **Head of Department/Head of Tutoring completes the A3 on the ILP; student and parent/carer sent a copy by email.**
7. **Monitoring of the A3 by Head of Department/Head of Tutoring. If issues persist the student is moved to an A4.**

Academic Support Stage 4 (A4) (Final Warning)

A student moves to A4 (final warning) when they have not met the agreed targets set out at A3.

Staff should impress on students that moving to A4 is very serious and is a final warning before being asked to leave College.

The responsibility for issuing and monitoring an A4 lies with the Heads of Department and the Head of Tutoring.

Responsibility for issuing an A4 is with the Assistant Principals Sixth Form, who, if targets are not met, will ultimately make a final recommendation to the Principal Sixth Form.

If a student fails to engage with the Academic Support Procedures and does not attend a meeting with no due warning the A4 will be issued in their absence.

The process and staff responsibilities at A4 include the following steps:

1. **Subject teacher or personal tutor** identifies ongoing concerns, collates evidence and notifies the Head of Department and Assistant Principal.
2. Assistant Principal asks for feedback from all teaching staff on the student's progress and targets for improvement where appropriate.
3. Assistant Principal arranges to meet with the student and parents/carers.
4. The Executive Assistant supports the arrangement of meetings.
5. Assistant Principal chairs the review meeting. Concerns discussed and new targets set with appropriate support identified. Students are made aware that this is their final warning and that failure to engage with the targets set or demonstrate significant improvement will result in withdrawal.
6. Assistant Principal completes the A4 on the ILP; student and parent/carer sent a copy by email.
7. Assistant Principal monitors the A4 and reviews progress at a set date. The A4 may be extended for a further review period or a recommendation for withdrawal will be made.

Withdrawal Stage:

If it becomes clear that a student has not met the agreed targets by the review dates set out at A4, the Assistant Principal will make a recommendation to the Principal that the student should be withdrawn.

There must be a clear evidence trail that discussions and actions have been appropriately taken by relevant staff at A3 and A4.

A meeting may be held at this stage and all notifications will be managed by an Assistant Principal.

All students have a right to appeal against a decision to withdraw them from a course or the College. The request to appeal should be made in writing and lodged with the Principal Sixth Form's office within 10 working days of the decision. If no appeal is made within the time allowed there will be no further opportunity for a student's case to be considered.

The final decision of the Principal Sixth Form will be reached within five working days of an appeal being received and will be confirmed in writing to the student, parents/guardian and relevant senior manager. The Principal Sixth Form's office will complete the relevant section of the ILP to confirm the decision.

The decision of the Principal Sixth Form in response to an appeal is final.

Restart Students

A restart student has usually started a new programme in different subjects or is restarting College after a break due to medical or health issues.

Restart Students will be placed at A3 or A4 where a request to restart has been accepted but there were previously serious concerns about the student's progress and risk to their achievement. Restart students are at significant risk of being unsuccessful and this measure ensures that there is close monitoring of the student's progress, and that support is put in place immediately from the commencement of the new programme.

All restart students will be reviewed monthly to ensure targets for success are being met.

Withdrawal from a single subject and/or examination

If the Assistant Principal is concerned that targets set up to and including A3 are not being met, and there are circumstances that indicate the student may benefit from a reduced programme that might still allow for achievement/avoid complete withdrawal, then a decision may be made to withdraw the student from just one subject and the associated exam. This decision will be taken in conjunction with the Head of Department and the Head of Learning Support.

If a student is withdrawn from a subject, funding regulations and the full Programme of Study must be considered, including planned learning hours, which must be at least 580 hours for the student to be full-time (unless special consideration for a reduced programme is agreed).

Due consideration will be given to any impact on the long term aims of the student, including any impact on his/her/their ability to claim funding for learning in future academic years.

Additional Arrangement for Children in Care, Students Aged 14-16 and other Vulnerable Students

Many students studying across the Windsor Forest Colleges Group are vulnerable and are therefore supported by key workers, virtual schools, social workers, SEN teams or other local authority departments.

The college recognises that some students have diagnosed learning difficulties, mental health conditions or SEB difficulties, which may impact on their behaviour. It also recognises that many students come from challenging and diverse backgrounds, which may mean they struggle to reach the required standard of performance and conduct (for example, Children in Care and those new to the UK having travelled from areas where they have experienced significant trauma).

The Student Contract and all other expectations around behaviour still apply to these students, and difficult personal backgrounds do not excuse behaviour that puts the safety or wellbeing of others at risk, or that contradicts the values of the college. However, where a student has declared a need in this area, relevant support will be provided to try to prevent him/her becoming subject to these Procedures.

Notification of Local Authorities

To ensure holistic support for these students, and to give them the best chance of getting back on track when they become the subject of Student Management Procedures, it is essential that the appropriate external colleagues are notified as soon as possible following a concern or incident.

Should a student with a profile of this type be subject to Misconduct Procedures that do not result in exclusion, they may require further support to meet any targets/conditions set because of any academic or disciplinary hearing, and to prevent recurrence of breaches of the Student Contract or college values. Therefore, it is essential that any academic or behavioural concern relating to the following, should be notified to the Head of Tutoring as soon as possible:

Children in Care

In the case of Children in Care, the college has a statutory duty to inform the relevant Virtual School and to work with the young person's assigned advocate throughout the implementation of Student Management Procedures.

If an academic or misconduct warning is issued to a Child in Care, the Assistant Principal Student Services must be notified immediately. They will ensure the information is passed on securely to the relevant virtual school. They will also put in place extra support if required.

Notification in writing to the Assistant Principal Student Services should be made at the first cause for concern, including during MI/AI interventions and at the informal stage (where parents/carers wouldn't normally be notified).

Other Vulnerable Students

Education, Health and Care Plans

Students in receipt of an EHCP (Education, Health and Care Plan) who become subject to Student Management Procedures should be notified to the Learning Support team, who have a statutory duty to inform the local authority in certain circumstances (particularly suspension and exclusion).

Poor Mental Health

Students who cite poor mental health as a reason for underperformance should have this considered as part of the Academic Support procedures. Reasonable and appropriate support and adjustments should be offered; however, students are expected to remain on a full programme of study unless there is evidence of extreme mitigating factors.

Students who cite poor mental health as a contributing factor to poor behaviour should be notified to an Assistant Principal. Any student using a health condition as mitigation within the Misconduct Procedures should a) have informed the College previously of the challenges they are facing and b) should provide written confirmation of the impact of their illness from their GP or other appropriate medical professional.

Students with Child Protection Concerns

Some students may be supported by social care because they are identified as Children in Need, may be on the Child Protection Register or may be subject to other support due to risks outside college.

If you are aware that a student about whom you have academic or behavioural concerns have a social worker/key worker or is subject to support from the local authority, the Head of Tutoring should be made aware of the situation as soon as possible and will decide as to whether it is appropriate to notify the local Authority.

Standards for Success

We want you to succeed here. To help you to reach your full potentials and goals, we have the following expectations about your behaviour.

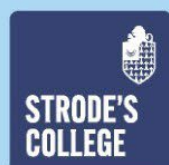
These apply whether you are in a college building or grounds, undertaking an apprenticeship or work experience, on a trip, in the local area during college hours or anywhere in the role of a student of the college.

Behaviours we will always promote

- Good attendance - aim for 100%
- Being on time, every time
- Respecting yourself, other students and college staff
- Being ready and prepared to learn
- Meeting all your deadlines
- Working hard and aiming to be your best
- Never giving up - we are here to help

Behaviours we will always challenge

- Bullying and harassment (including online)
- Causing disruption to classes or in college
- Disrespecting others or the College environment
- Swearing and the use of offensive language
- Using phones or mobile devices in class without permission
- Non-attendance, lateness and leaving classes early



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