



BHC Concerns & Rewards Policy

SLT Responsible: Mrs R Bond
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Omega Multi Academy Trust

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” Aristotle

1. Rationale:

At Barrow Hall College (BHC), we are committed to ensuring that our students master the knowledge, understanding and skills to ensure that they achieve great things, fulfil their potential and leave BHC articulate, resilient, compassionate and culturally aware.

We believe that if students understand the purpose of what they are learning and why they are learning it; not only will they be more engaged, but they are much more likely to remember what they have learnt and be able to use it again in the future.

We believe that for our students to fulfil their potential and be successful, they must have the opportunity to make the right choices, develop key learning habits and demonstrate self-discipline, underpinned by personal responsibility and accountability; understanding their role in developing a common purpose across our college community and beyond, so that when they leave BHC they are not only prepared academically, but also inspired to make a proactive, positive and lasting contribution to society and live happy, healthy and fulfilled lives.

Our ‘BHC Learning Habits’ provide a framework aligned with our three pillars of values, Community, Learning and Self, and are embedded within our daily practice and routines. From the moment students join BHC they are taught the importance of, and expected to demonstrate, our five learning habits. We believe every individual has the ability to demonstrate our five learning habits and, in doing so, each student will thrive at our college: giving themselves the best platform to be successful here and in the professional world of work.

All members of our college community are expected to work in an atmosphere of mutual respect; accepting no excuses as we expect all members of our college community to uphold our BHC Learning Habits 100% of the time. Whilst our students may sometimes find this challenging, and some students may require additional support to independently demonstrate these habits consistently, our high standards and expectations will not waiver. Students who consistently demonstrate our Learning Habits will be recognised, both informally on a daily basis and formally through our calendared Recognition and Celebration events. However, if any of our students do not demonstrate our Learning Habits, our concerns system will be implemented as outlined in this policy.

2. Aims and Principles:

To this end, the policy sets out measures, which, in accordance with The Education Act 2011, aim to:

- Uphold our high standards and expectation of student conduct and to promote self-discipline in order to maximise each student’s potential to achieve.
- Ensure all students learn and develop our BHC Learning Habits so that they maximise their potential to be successful in college and life beyond BHC.
- Develop a culture where our students become articulate, resilient and compassionate, taking personal responsibility and accountability for their own actions.
- Form a pro-active partnership with families and listening to the concerns of them to support their child to consistently and independently demonstrate our BHC Learning Habits.
- Recognise and celebrate those students who consistently demonstrate our BHC Learning Habits and contribute positively to our college community via our rewards and celebration events.

Through our pastoral system, we have developed a culture of trust and open-door policy where all students are supported and have access to their tutor and their head of year who are there to champion their needs. We encourage all members of BHC to create an inclusive and caring learning environment by:

- Promoting desired learning habits

- Promoting self-esteem, self-discipline, proper respect for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Promoting early intervention and effective partnerships with families and external agencies.
- Providing a safe environment, free from disruption, violence and bullying.
- Promoting a culture of praise and encouragement in which all students can achieve.
- Supporting students whose behaviour may deteriorate through personal events beyond their control.

3. Expectations of our students: Learning Habits

At BHC we build upon the learning habits modelled in GSHS, acknowledging the need for greater independence and accountability at this stage of their learning journey. Students who consistently demonstrate our BHC Learning Habits are On TRACK to be successful.

Learning Habit 1: Time Management

Students who wish to be successful have outstanding attendance and are on time to lessons in order to maximise learning time.

Completing work outside of lessons is very important to consolidate and master learning. It also supports students in developing their organisational skills whilst demonstrating their positive attitude to learning. Students are expected to engage with at least 4 hours of independent study for each of their A level or BTEC courses. Students benefit from approximately 18 study periods distributed across a two-week timetable. Successful students utilise this time to complete homework, assignments and independent revision, always meeting deadlines and always producing work of a standard reflecting their ability.

Although the college day ends at 14.40pm students who wish to be successful stay and use the library for independent study or attend additional sessions put on by their teachers.

Students should try to avoid making medical appointments during the college day and should never schedule driving lessons at a time which conflicts with a timetabled lesson. Holidays during term time will not be authorised.

Learning Habit 2: Ready to Learn

Students who wish to be successful always demonstrate a positive attitude to learning, taking responsibility for their own progress. They are always on-task in every lesson and approach learning activities in a purposeful fashion. Each and every lesson, the teacher has the right to teach, and other students have the right to learn without disruption.

Students should only use their mobile phones when directed to do so for learning purposes by their teachers.

Students should ensure that they equip themselves appropriately for the lesson and keep their work organised according to the instructions of their individual teachers. File checks will be conducted on a half-termly basis.

Students who wish to be successful always contribute actively and positively to lessons, asking questions to aid their understanding. They try their best and always produce work to a standard reflecting their ability level. If a student finds the work difficult, then they are to speak to the member of staff who is there to support them to be successful. 100% effort, 100% of the time.

Learning Habit 3: Act on Feedback

Students who wish to be successful always respond positively to the feedback given by subject teachers, demonstrating resilience and determination to achieve. Students who wish to be successful trust that the feedback is constructive and given with the purpose of helping them to improve their work and achieve at a level which reflects ability. Students will use DIRT time effectively to improve and will use independent study time to improve their knowledge and understanding and to practice and hone relevant skills.

Learning Habit 4: Curious & Ready

Students who wish to be successful are curious and hungry for knowledge. They actively ready themselves for their next steps post-18 by going beyond the specifications of their subjects, utilising 'discovery lists' to engage with super-curricular material which enhances their knowledge and understanding in their area of interest. Students fully engage with enrichment opportunities and executive shadowing in the knowledge that they enhance their learning profile and make them more attractive to universities and employers.

Learning Habit 5: Kind & Respectful

Students who wish to be successful always demonstrate kind and respectful behaviour to other students, staff and their learning environment.

In line with the Omega Trust's value of mutual respect, we expect all members of our college community to be polite, tolerant of others and to celebrate diversity. As such, we will not tolerate verbal or physical abuse to any individual, staff or student, and such behaviour will be subject to sanctions and follow up from the pastoral team.

If a student displays any form of repeated negative behaviour towards another individual, this will be treated as bullying behaviour and, as we have a zero-tolerance approach to bullying, this would be treated as gross misconduct.

We have invested in and developed a learning environment which provides our staff and students with a positive place to work and learn. In line with our value of pride and place in the community, we expect each and every member of our college community to take responsibility and act as role models and good citizens. This is applicable across the whole college site: inside the classroom, in communal areas such as the dining rooms, corridors and toilet areas as well as outside in our social areas.

3.1 Tomorrow's Aspiration supported by Today's Question:

We empower our students to ***Dare for Greatness*** and have two simple questions for students to reflect on:

1. Tomorrow's Aspiration: What do you want to achieve?
2. Today's Question: Are you ***On TRACK?***

3.2 On TRACK monitoring:

Half termly trackers completed for each student – completed by 8am on the final Monday of each half term.

	<i>Always</i> and independently displays the learning habit.	<i>Often</i> displays the learning habit and is becoming more independent.	<i>Usually</i> display the learning habit, but requires direction / support from the member of staff.	<i>Sometimes</i> displays the learning habit, but is an area to focus on for the student to be successful.
Grades	A*	A	B	C
Time Management	<i>Always</i> on time to lessons. <i>Always</i> meets deadlines with homework and assignments completed to a standard reflecting their ability. <i>Always</i> uses their study periods to work independently.	<i>Often</i> on time to the majority of lessons. <i>Often</i> meets deadlines, with the majority of homework and assignments completed to a standard which <i>Often</i> reflects their ability. <i>Often</i> uses their study periods to work independently	Is <i>Usually</i> on time to lessons, but has some issues with punctuality. <i>Usually</i> meets deadlines and / or homework and assignments <i>Usually</i> completed to a standard reflecting their ability. <i>Usually</i> uses their study periods to work independently	Is <i>Sometimes</i> on time to lessons. <i>Sometimes</i> meets deadlines and / or homework and assignments <i>Sometimes</i> completed to a standard reflecting their ability. <i>Sometimes</i> uses their study periods to work independently
Ready to Learn	<i>Always</i> demonstrates a positive attitude to learning. <i>Always</i> contributes positively to lessons. <i>Always</i> produces work to a standard reflecting ability level. Is <i>Always</i> well organised and equipped for the lesson.	<i>Often</i> demonstrates a positive attitude to learning. <i>Can Often</i> contribute positively to lessons. <i>Often</i> produces work to a standard reflecting ability level. Is <i>Often</i> well organised and equipped for the lesson.	<i>Usually</i> demonstrates a positive attitude to learning with reminders. <i>Usually</i> contributes positively to lessons. <i>Usually</i> produces work to a standard reflecting ability level but inconsistent. Is <i>Usually</i> well organised and equipped for the lesson.	<i>Sometimes</i> demonstrates a positive attitude to learning but can lose focus. <i>Sometimes</i> contributes positively to lessons but not independently. <i>Sometimes</i> produces work to a standard reflecting ability level. Is <i>Sometimes</i> well organised and equipped for the lesson
Act on Feedback	<i>Always</i> responds positively to feedback <i>Always</i> fully engages with DIRT <i>Always</i> uses their study time to improve their work and to practice and hone their skills	<i>Often</i> responds positively to feedback <i>Often</i> fully engages with DIRT <i>Often</i> uses their study time to improve their work and to practice and hone their skills	<i>Usually</i> responds positively to feedback <i>Usually</i> fully engages with DIRT <i>Usually</i> uses their study time to improve their work and to practice and hone their skills	<i>Sometimes</i> responds positively to feedback <i>Sometimes</i> fully engages with DIRT <i>Sometimes</i> uses their study time to improve their work and to practice and hone their skills
Curious & Ready	<i>Always</i> shows curiosity and a hunger for knowledge. <i>Always</i> asks questions around the subject <i>Always</i> utilises the subject discovery list to engage with super-curricular material	<i>Often</i> shows curiosity and a hunger for knowledge. <i>Often</i> asks questions around the subject <i>Often</i> utilises the subject discovery list to engage with super-curricular material	<i>Often</i> shows curiosity and a hunger for knowledge. <i>Often</i> asks questions around the subject <i>Often</i> utilises the subject discovery list to engage with super-curricular material	<i>Always</i> shows curiosity and a hunger for knowledge. <i>Always</i> asks questions around the subject <i>Always</i> utilises the subject discovery list to engage with super-curricular material
Kind and Respectful	<i>Always</i> demonstrates kind and respectful behaviour to peers, staff and learning environment.	<i>Often</i> demonstrates kind and respectful behaviour to peers, staff and learning environment.	<i>Usually</i> demonstrates kind and respectful behaviour to peers, staff and learning environment, but has to be reminded to uphold this habit.	<i>Sometimes</i> demonstrates kind and respectful behaviour to peers, staff and learning environment, but not consistently enough.
Outstanding	Excellent	Good	Satisfactory	Concern

The combination of grades across the student study programme will determine one of the above effort descriptors.

4. Roles and responsibilities:

Promoting positive learning habits is the responsibility of all members of the college community and we will hold all individuals, students and staff to account. Specific roles and responsibilities include, but are not limited to:

Governors and Headteacher: Operating and reviewing the policy and establishing procedures that encourage positive learning habits, tackle bullying behaviour and promote mutual respect, diversity and equality, as outlined in Behaviour and discipline in schools Guidance for governing bodies, 2015.

Senior Leadership Team: Ensuring they are visible around college and known to students, as well as supporting staff in upholding our expectations. Relentlessly modelling and promoting the BHC Learning Habits we wish to see from others.

School staff: Modelling, actively promoting and teaching the BHC Learning Habits we expect to see from our students. Ensuring that our policies and routines are consistently and fairly applied to all; recognising and praising good behaviour, whilst challenging negative and inappropriate behaviour.

Students: Contributing positively to the college community by upholding our BHC Learning Habits 100% of the time; every lesson, every day. As proud members of our college community, our students should:

- Treat the college building, equipment and resources with respect
- Maintain excellent attendance and arrive on time to lessons, fully equipped and ready to learn
- Listen when staff are speaking or other students are contributing to the lesson
- Settle to work quickly and maintain focus throughout the lesson
- Complete all independent homework on time
- Use study periods effectively to stay on top of their courses
- Have mobile phone switched off in lessons unless asked to use them by a member of staff
- Show consideration for the needs and feelings of others
- Not use abusive language
- Show respect for each other as individuals regardless of race, religion, culture, gender or disability
- Always speak politely and respectfully to others
- Respond helpfully if someone is in difficulty
- Act as ambassadors for the college
- Be honest, and able to admit when they are in the wrong
- Consider the safety of others and not bring dangerous, threatening objects to college
- Resolve conflict without the use of physical violence, treating the property of others with respect

Parents: Working in partnership with the college to maintain our high standards and expectations, as well as supporting their child to independently uphold the BHC Learning Habits. Our parents should contact college if they have any concerns about progress or if changes to circumstances occur that may impact on student behaviour or achievement.

5. Professional Development for Staff: Concern and reward systems training will be provided for all new members of staff and as part of our extensive CPD programme in college across the academic year. Teaching and Learning Support staff will continue to be identified and addressed through our appraisal and personalised CPD programme. Heads of Faculty/Departments and Heads of Year will be working with the data provided for students and specific groups to inform staff in their respective areas and provide targeted support where needed. Child Protection / Safeguarding training will be kept up to date for all staff as per KCSIE guidance.

6. BHC Concerns System

BHC adopts a staged response to concerns related to academic progress and attendance. Concerns are recorded on ClassCharts which allows early identification of students who are not meeting the college's expectations and are not on TRACK.

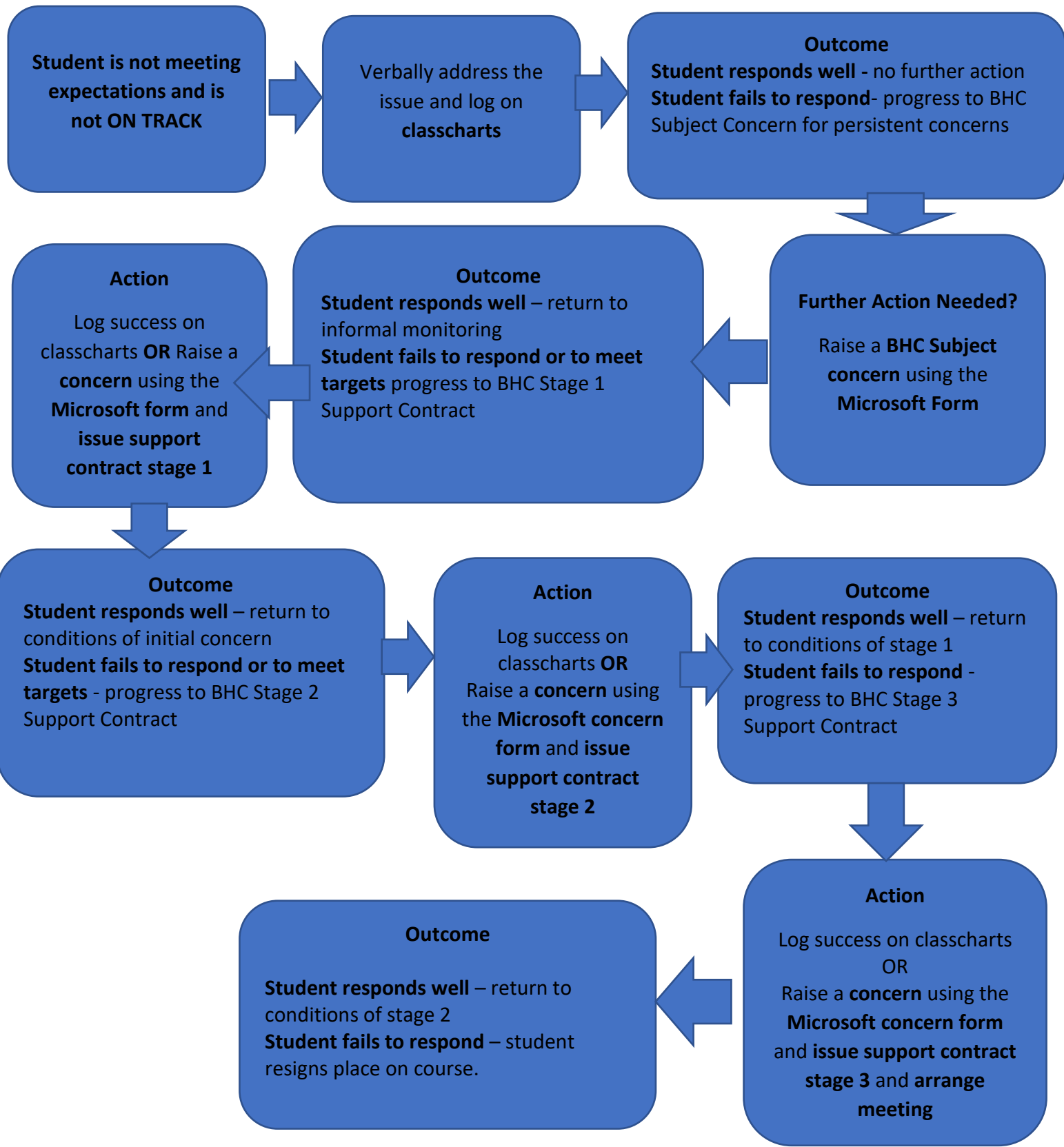
To ensure consistency teaching staff are to refer to the following procedural flow chart when raising and monitoring concerns.

Weekly concern reports are analysed by the Heads of Year and discussed with Head of College

Stage of Concern	Responsibility of the teaching team	Responsibility of the pastoral team	Responsibility of the student
<p>BHC Subject Concern A formal concern should only be lodged where failure to meet expectations is persistent, <i>OR where a student has failed a BTEC assignment.</i></p> <p>Monitored by the class teacher & to be reviewed after a reasonable time.</p>	<p>Discuss the concern with the student in person.</p> <p>Complete the Microsoft Concerns Form to share the following details with parents and the pastoral team:</p> <ul style="list-style-type: none"> • The cause for concern • Their actions in dealing with the concern • The targets set for the student 	<p>Analysis of weekly concerns report by HOY and tutor team.</p> <p>Tutor to discuss the concern with the student in person and ensure they are aware of the targets set and are working to meet them.</p> <p>The tutor will refer the student for PDR study support and will arrange for 25% of the student's study periods to be supervised.</p>	<p>Respond positively and engage respectfully and politely in the discussion with the member of staff.</p> <p>Meet the targets set by the teacher.</p>
<p>BHC Subject Support Stage 1 Contract A Stage 1 contract should be issued where the student has failed to meet targets set at the initial concern stage, <i>OR where a student has missed a BTEC assignment deadline or has failed a resubmission of a BTEC assignment.</i></p> <p>Monitored by the class teacher and form tutor and to be reviewed after a reasonable time.</p>	<p>Discuss the reasons for progressing the concern to a support contract with the student, explaining which targets have not been met.</p> <p>Complete the Microsoft Concerns Form sharing the following details with parents and the pastoral team:</p> <ul style="list-style-type: none"> • The target(s) which the student has failed to meet • Their intended actions/support • The targets set for the student <p>If the student meets the targets set this should be acknowledge by logging it on ClassCharts. They will return to the conditions of the initial concern stage.</p>	<p>Analysis of weekly concerns report by HOY and tutor team.</p> <p>The tutor will meet with student twice weekly (Monday and Friday) to review progress against the targets set.</p> <p>The tutor will refer the student for PDR study support and will arrange for 50% of the student's study periods to be supervised.</p>	<p>Respond positively and engage respectfully and politely in the discussion with staff.</p> <p>To attend PDR on a Monday and Friday morning to review targets with tutor.</p> <p>To attend all supervised study sessions.</p> <p>Meet the targets set by the teacher.</p>

<p>BHC Subject Support Stage 2 Contract A Stage 2 contract should be issued where the student has failed to meet targets set in contract stage 1.</p> <p>Monitored by the class teacher, Head of Department and Head of Year.</p>	<p>Discuss the reasons for progressing the concern to a support contract with the student, explaining which targets have not been met.</p> <p>Complete the Microsoft Concerns Form sharing the following details with parents and the pastoral team:</p> <ul style="list-style-type: none"> • The target(s) which the student has failed to meet • Their intended actions/support • The targets set for the student <p>Arrange a meeting with the student, parents and the Head of Department to discuss the terms of the contract, their expectations in terms of response and the targets set.</p> <p>If the student meets the targets set this should be acknowledge by logging it on ClassCharts. Student goes back to the conditions of stage 1.</p>	<p>Analysis of weekly concerns report by HOY and tutor team.</p> <p>Tutor to meet with the student twice weekly and the HOY weekly to review progress against the targets set and will arrange for 75% of the student’s study periods to be supervised.</p>	<p>Respond positively and engage respectfully and politely in the discussion with staff.</p> <p>To attend PDR on a Monday and Friday morning to review targets with tutor.</p> <p>To attend a meeting with their Head of Year every week.</p> <p>To attend all supervised study sessions.</p> <p>Meet the targets set by the teacher.</p>
<p>BHC Subject Support Stage 3 Contract A Stage 3 contract should be issued where the student has failed to meet targets set in contract stage 2.</p> <p>Monitored by the class teacher, Head of Department and Head of Year and Head of College.</p>	<p>Discuss the reasons for progressing the concern to a support contract with the student, explaining which targets have not been met.</p> <p>Complete the Microsoft Concerns Form sharing the following details with parents and the pastoral team:</p> <ul style="list-style-type: none"> • The target(s) which the student has failed to meet • Their intended actions/support • The targets set for the student <p>The Head of Department to arrange a meeting with the student, parents and Head of College to discuss the terms of the contract, their expectations in terms of response and the targets set. It MUST be explained that at this stage, removal from the course is likely if the student fails to meet the terms of the contract.</p> <p>If the student meets the targets set this should be acknowledge by logging it on ClassCharts. They will return to the conditions of stage 2.</p>	<p>Analysis of weekly concerns report by HOY and tutor team.</p> <p>Tutor to meet with the student twice weekly and the Head of College weekly to review progress against the targets set and will arrange for 100% of the student’s study periods to be supervised.</p>	<p>Respond positively and engage respectfully and politely in the discussion with staff.</p> <p>To attend PDR on a Monday and Friday morning to review targets with tutor.</p> <p>To attend a meeting with the Head of College every week.</p> <p>To attend all supervised study sessions.</p> <p>Meet the targets set by the teacher.</p>

BARROW HALL COLLEGE CONCERNS PROCEDURE FLOWCHART



7. Conduct outside of lessons and in our local community

Students should model good behaviour and respect for others at all times. They should talk to others politely without shouting or using inappropriate language.

They should move around the corridors in a calm and orderly manner.

They should show care and consideration for others; be kind, help those in need and set a positive example at all times.

They should respect our college building; no smoking, graffiti or vandalism should be seen on college grounds at any time.

8. Prohibited items and Searching & Confiscation for prohibited items guidance:

Searching a student - A senior member of staff such as SLT or a Head of Year may search students, in line with Searching, screening and confiscation Advice for headteachers, school staff and governing bodies, 2018, for any item which is banned by college rules. The senior member of staff conducting the search should be the same sex as the student. There should always be a witness (also a staff member). Power to search without consent for "prohibited items" include:

- knives, including craft knives, pen knives, razors
- guns of any kind, including replicas and BB guns
- alcohol
- illegal drugs and 'legal highs'
- stolen items
- tobacco and cigarette papers including e-cigarettes
- fire lighting equipment or inflammable liquids
- fireworks or explosives of any kind
- offensive material such as pornographic, racist or violent images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Any item banned by the college rules that has been identified in the rules as an item which may be searched for. Weapons and knives, illegal drugs/'legal highs' and extreme or child pornography must always be handed over to the police, otherwise it is for the college to decide if and when to return a confiscated item. We will contact the parents to help support a search if a student refuses to co-operate and further failure to comply with the search will result in further sanctions at the discretion of the Head of College and Headteacher. Students suspected of bringing in any other banned item, such as those listed below may be searched (only with the student's consent), by a member of staff.

8.1 Cameras: the college reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff. The college reserves the right to seize, confiscate or destroy any of the banned items, or any item that the college deems to be unsuitable and dangerous. Sanctions may be applied to any student found in possession of any banned item or any item that the college deems to be unsuitable and dangerous. Pupils may be excluded in extreme cases, or when pupils have received previous warnings about banned items. 11.

8.2 Use of reasonable force: As outlined in the Use of reasonable force Advice for headteachers, staff and governing bodies, 2013, Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for the items listed above such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. This will be the minimum force necessary to comply with reasonable request.

8.3 Serious incident protocol:

When an incident involving potential misconduct occurs, staff in college will seek to investigate the incident to establish the facts before making a decision on possible sanctions. This may involve, for example, speaking to staff and/or students and/or reviewing CCTV footage. On occasions, written statements will be taken. In investigating incidents, staff will always seek to be fair to all parties. The standard that will be applied in forming judgements as to whether an event did or did not happen will be that of “the balance of probabilities” (that is, whether something is more likely than not to have occurred). The amount of time expended on an investigation will generally be proportionate to the severity of the incident. In most cases, a brief summary of the incident and any sanctions issued will be recorded. Detailed records of investigations will generally only be produced if the incident is especially serious. When a serious incident has occurred at BHC, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents will be contacted / asked to attend to discuss the incident and possible ways of resolving the situation.

Use of CCTV: CCTV is deployed across the college site for the purposes of Safeguarding and Health & Safety. CCTV may be reviewed by trained staff to: provide evidence, establish clarity on an incident or to consider allegations made before the application of a sanction. Where requested by the Police, CCTV may be shared to help support a criminal investigation or reported incident.

8.4 Malicious allegations made against staff members:

Whilst BHC actively upholds the rights of all students and staff to enjoy a safe environment where the views of all are respected, we also acknowledge that false or malicious allegations against staff members by students can have significant negative impacts on careers and lives. BHC treats such matters extremely seriously. Following investigation, where a student is found to have made a malicious or false allegation against a member of staff the Headteacher has the authority to issue a high-level sanction up to and including a Permanent Exclusion. The student will be required to acknowledge the seriousness of their actions and engage in restorative justice with the member of staff who they made the accusation against. Only when both the sanction and the restorative justice has been successfully completed to the satisfaction of the Headteacher will the student be considered for return to lessons.

8.5 Restorative Practice: BHC aims to be a restorative college which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Following any suspension, the student and parents will meet with a member of the College Leadership Team, to conduct a return to college meeting and discuss strategies to move forward, alongside any specific reintegration plan.

9. Misconduct & Gross Misconduct

Incidents of misconduct are comparatively rare for an institution of this size. It is necessary however, should a student fail to comply with the College rules and fail to meet expectations that actions will be taken to address the issue. Student misconduct can be divided into two categories: Misconduct and Gross Misconduct. Examples of misconduct/gross misconduct are given below **but the list is not exhaustive**.

Misconduct would include consistently poor attendance, unauthorised term time holidays, poor punctuality, failure to complete work, disruptive behaviour, smoking anywhere on or near site, rudeness to staff or other students, failure to comply with an agreed contract or repeated failure to meet any of the College core requirements.

Gross Misconduct would include fighting/excessive aggression, alcohol and drug abuse, severe verbal abuse, bullying or harassment, theft, wilful destruction of property and other similar offences and consistent failure to complete work and to address issues raised under misconduct.

The two types of misconduct would be dealt with according to their seriousness and at the discretion of the Head of College.

Misconduct will be dealt with under the College's Concerns Process (See above – stages 1 to 3)

Gross Misconduct will jump to Stage 3 of the College's Disciplinary Process and will be dealt with by the Head of College and most likely result in suspension.

Fixed Term/Permanent Exclusion Procedures

There are situations where it is in the best interest of the student and/or the College, for the student to be removed from college either temporarily (**fixed term exclusion**) or permanently (**exclusion**). The College would not make the decision to suspend or exclude a student lightly or without thorough consideration of the circumstances of the situation.

The college procedures for exclusions are in line with GSHS. To access the exclusions policy, please visit:

<https://www.greatsankey.org/our-school/policies-and-reports>

10. Attendance Concerns

Attendance tracking, monitoring and intervention is managed by the college pastoral team. The following tables detail how the system works in practice. Subject staff are asked to be aware of the system so that they can refer to it in order to encourage full attendance and also support intervention.

Attendance Tracking, Monitoring and Intervention

Day of week	Action
Monday	Tutors receive unauthorised absence report. Tutors to email parents using email template provided to inform of unauthorised absences and need to provide evidence by Thursday 12pm. Informed of initial intervention OR stage of concern/contract system that would be initiated if no evidence is provided.
Tuesday	Tutors speak with students who have unauthorised absences and direct them to provide evidence to HDJ by Thursday 12pm to authorise absence.
Weds – Thurs	Students/parents to provide evidence to HDJ to authorise absence by 12pm Thursday
Positive Outcome	Negative Outcome
Students provide evidence by deadline	Student/parent does not provide evidence by the deadline
HDJ changes code from N to appropriate authorisation code e.g. I, M, C, P in liaison with HOY and HOC	HDJ changes code from N to O (officially unauthorised) Intervention system is initiated.

Initial Intervention

Incident	Year 12 Action	Year 13 Action
1 missed PDR session	Attend Friday PDR Intervention	Attend Friday PDR Intervention
Student has 1 unauthorised lesson absence OR 2 PDR absences (1 hour)	Attend Friday P5 tutorial for supervised study	Attend Thursday P2 tutorial for supervised study
Student had 2 unauthorised lesson absences or equivalent of 2 hours missed learning (PDR/Lesson)	Attend Fri P5 plus Mon & Fri PDR intervention	Attend Thurs P2 plus Mon & Fri PDR Intervention
Student has more than 2 hours unauthorised absence in one week	As above plus supervised study equating to additional time missed	As above plus supervised study equating to additional time missed
Positive Outcome	Negative Outcome	
Student responds to intervention and has no further unauthorised absences in a half term. Parents informed of outcome.	Student persists to have unauthorised absences in a half term OR fails to attend intervention. Initiation of concerns/contract system. Parents to be informed as and when stage is initiated and meet with HOY/HOC as appropriate.	

Initiation of Concerns/Contract System

Incident	Stage of system	Role of Staff	Role of Student	Next Step Positive Outcome	Next Step Negative Outcome
Students attend weekly intervention twice over a half term OR fails to attend intervention after first referral.	BHC Attendance Concern Initiated	Monitored by Tutor – PDR intervention Mon & Fri Concern form sent home to parents	Student to attend PDR Mon & Fri for half term	No further action	Student has a further ‘N’ - progresses to stage 1 contract
Student fails to attend intervention for second time.	BHC Attendance Contract Stage 1	Monitored by tutor – PDR intervention Mon & Fri Phone call home plus letter and contract sent home 25% of study periods to be supervised	Student to meet with Tutor during PDR Mon & Fri for half term & 25% of study periods are supervised.	Tutor continues to monitor for the remaining half term. If no further N’s no further action in following half term. Letter sent home to acknowledge improvements.	Student has a further ‘N’ - progresses to stage 2 contract
Student fails to attend intervention for third time	BHC Attendance Contract Stage 2	Monitored by HOY PDR intervention Mon & Fri Meeting with parents - letter and contract given 50% of study periods to be supervised Careers Appointment	Student to meet with HOY during PDR Mon & Fri for half term Meet with HOY and parents Attend supervised study periods (50%) Student to attend careers appointment.	HOY continues to monitor for the remaining half term. If no further N’s student goes back to stage 1 tutor monitoring for an additional half term. Letter sent home to acknowledge improvements.	Student has a further ‘N’ = progresses to stage 3 contract
Student fails to attend intervention for fourth time	BHC Attendance Contract Stage 3	Monitored by HOC PDR Intervention Mon & Fri Further meeting with parents = letter and contract given 100% of study periods to be supervised Student attends 8.25am-14.40pm with no off-site privileges	Student to meet with HOC during PDR Mon & Fri Meet with HOC and parents Attend 100% supervised study Attend college full days – no off-site privileges	HOC to continue to monitor for remaining half term. If no further N’s student goes back to stage 2 HOY monitoring for an additional term. Letter sent home to acknowledge improvements.	Option 1: Student has a further 1-2 N’s in the remaining half term – remains on a stage 3 for an additional half term Student has 3 N’s in the remaining half term – they have effectively resigned their place at college. Parental contact after each N and final meeting after 3 rd .

11. BHC Rewards

We empower our students to take pride in their achievements and to be motivated by the intrinsic value of achievement. We are committed to acknowledging those students who consistently demonstrate our BHC Learning Habits via a range of recognition and celebration events across the academic year.

Recognition/Celebration Event	Description
Subject Scholarships	BHC offers £500 subject scholarships to the student with the best GCSE grade in that subject at the start of Year 12.
Verbal Praise	In lessons and around the college, staff use descriptive verbal praise to recognise students who are demonstrating our learning habits.
Class Charts Announcement	Announcement messages to parents via Class Charts to recognise those students who have consistently demonstrated our learning habits as well as those students with 95% and above attendance.
Academic Reports	Our Academic Report to parents/carers provide an opportunity for students to gain recognition for their effort and progress across all subject areas.
Bronze, Silver, Gold, Platinum Academic Awards	Every term, students are recognised for their academic achievement in achieving OTF grades which are in line or above their target grade and outstanding learning habit reports. Bronze Award – £2.50 café voucher & College Water Bottle Silver Award – £10 'love to shop' voucher Gold Award – half price prom ticket Platinum Award – free prom ticket
Attendance Pizza Lunch	Students with 95%+ attendance are selected from each year group are invited to the dining room for free pizza.
Achiever's Prize draw	In the final assembly of the Year, students who have consistently demonstrated our learning habits are placed into the BHC Achiever's Prize Draw with a range of rewards on offer.