



Cause for Concern Procedures

1. Introduction

We have clear expectations of our students' behaviour during their time at the College. The Student Contract and Code of Conduct sets out the key commitments which students agree to abide by upon joining the College, which also underpin academic success. With all students we value the support and involvement of parents and guardians in helping their student to keep to the terms of the Student Contract and the Code of Conduct through participation in college events, Progress Review activity and, where required, involvement in Cause for Concern interventions. All tutors regularly review and monitor their tutees during their time at the College and, when required, signpost their tutees to the appropriate internal and external support for any given circumstances. The College has outstanding services that every student can access during their studies at Esher Sixth Form College, including Counsellors, a Mental Health Adviser, College Nurses, a Learning Support Team, Support Workshops, Progression Guidance and Student Finance.

At Esher Sixth Form College, we specialise in working with 16 to 18-year-olds, so our emphasis is on support rather than discipline and our Cause for Concern procedures ensure that supportive and timely interventions are activated to address all behavioural, fitness to study or academic concerns. The Cause for Concern Procedures provide an overview of the process in place for all our students who need additional support or interventions while completing their study programme.

2. Cause for Concern Pathways Overview

There are three different Cause for Concern pathways that are followed to help ensure that appropriate actions are taken, these being:

- Academic Engagement: Concerns related to participation in class, submission of work, punctuality and attendance.
- Fitness to Study: Mental or physical health concerns which impact on the viability of a full-time, on-site study programme.
- Misconduct: Procedures for one-off incidents that contravene the Student Contract and Code of Conduct.

The 'Cause for Concern Pathways' table on page 2 provides an overview of each of the three pathways, indicating the different levels of concern and the staff member who will lead on the intervention. As the level number increases, so does the level of concern, and depending on the changing nature of a student's situation, the College may transfer the concern to a different pathway at the same level or above. In addition, a higher level of concern may be adopted where the situation dictates.

The Cause for Concern Procedures provide an overview of each of the concern levels in relation to Academic Engagement and Misconduct and the subsequent activity that will take place. The separate Fitness to Study and Reasonable Adjustment Procedure outlines the levels for this Cause for Concern Pathway and can be found on the College website.

CAUSE FOR CONCERN PATHWAYS						
ACADEMIC ENGAGEMENT		FITNESS TO STUDY		MISCONDUCT		LEVEL
INTERVENTION	WHO	INTERVENTION	WHO	INTERVENTION	WHO	
Subject Concern Plan	Teacher					1
Tutor Concern Plan	Tutor					2
Formal Concern Plan	HoD/TTL	FTS Concern	TTL	HoD/TTL Level	HoD/TTL	3
Formal Continuing Concern Plan	DD/TTL	FTS Continuing Concern	TTL	Director Level	Dir. Student. Dev//DD	4
Director Concern Plan	Dir Student Dev/Beh	FTS Director Concern	Dir Safe. & EDI	SLT Level	SLT	5

3. Academic Engagement

Academic Engagement interventions are actioned in response to concerns related to:

- Participation in class: If there are concerns related to behaviour and work production in class.
- Submission of work: If a student's independent study work is not submitted on time or is incomplete. Teachers may also raise concern if required progress is not being made with coursework or other major assignments.
- Punctuality: If a student is late to lessons.
- Attendance: If a student has an unauthorised absence or absences.

The Academic Engagement pathway has five levels of intervention that will be actioned to address identified concerns.

Level 1 - Subject Concern Plan

A first response to a student issue will be a subject teacher actioning informal support to help address any initial concerns that arise. In addition, a subject teacher will communicate an Initial Concern which will seek to put in place support to resolve any early issues that may arise with a student.

If, despite initial support, a subject teacher still has an academic engagement concern, they will complete a Subject Concern Plan communication on the database that will be sent via email to the student, parent/guardian and tutor. Ideally the Subject Concern Plan will be agreed in person together with the student but may sometimes need to be completed in a student's absence.

The types of supportive intervention that may be included in a Subject Concern Plan are attendance at subject tutorial/workshop, guidance in relation to a work submission, communication with parent/guardian and referral to in-college support services.

The Subject Concern Plan must state the nature of the concern, support referred to (subject/services/external), set clear and achievable SMART targets to address the issue and a date to

review the concern (normally within two weeks). The outcome of the review will be recorded on the database and emailed to the student, parent/guardian and tutor. If the targets set are not met, at the Subject Review, with the individual student's situation taken into consideration, the subject teacher will refer the concern to either the relevant Head of Department (HoD) or tutor for more guidance, or to progress to a further level of intervention. If significant progress has been achieved, but improvement still needs to be made, the subject teacher will write another Subject Concern Plan. Where appropriate, Subject Concern Plans will be issued after higher levels of concern have been issued.

Level 2 - Tutor Concern Plan

A tutor will intervene where there are similar significant unresolved concerns across two, or more, subject areas/teachers or where a tutor actioned Initial Concern has not seen the required level of improvement. The tutor will complete a Tutor Concern Plan communication on the database that will be sent via email to student, parent/guardian and subject teachers. The principles and process for the Tutor Concern Plan are consistent with the Subject Concern Plan. If at the review the targets set have not been met, the tutor will refer the concern to the Tutor Team Leader (TTL), who will decide what further support, communications or referrals are required. A tutor will always maintain oversight of their students and continue to monitor and intervene in relation to their progress throughout the duration of their study programme.

Level 3 - Formal Concern Plan

In persistent or more serious cases of breaching the Code of Conduct, a student will be referred to the relevant TTL, or HoD for a Formal Concern Plan.

If a student concern is related to a single subject, in most cases the concern will be referred by the teacher to the relevant HoD/responsibility holder for a Formal Concern Plan. If a Tutor Concern Plan is unresolved or there are issues across more than one subject, a Tutor Team Leader will instigate a Formal Concern Plan. The principles and process for the Formal Concern Plan are consistent with the Subject Concern Plan. A Tutor Team Leader or HoD will communicate any developments with parents(s)/guardian(s) via email and/or telephone, when working with a student at this level. TTL/HoD and student will at a minimum review progress every two weeks in relation to a Formal Concern Plan and communicate any outcomes to student, parent(s)/guardian(s), subject teachers and tutor via email and/or telephone. Prior to any escalation of a concern, the Tutor Team Leader or HoD will endeavour to speak with parent(s) or guardian(s) to resolve any ongoing concerns. A TTL may, as part of a Formal Concern Plan, use a Learner Improvement Plan (LIP) as part of their intervention. The LIP will be available to the student and all staff via the database

Level 4 - Continuing Formal Concern Plan

If satisfactory progress has not been made in response to a Formal Concern Plan, the TTL will arrange a meeting with the student and their parent(s)/guardian(s) to establish the cause of the concerns and identify appropriate support that will bring about the required level of improvement. Where appropriate a Divisional Director may take the lead with a student who reaches this level of concern, specifically if the continuing concern is only in one subject. The TTL will review the concern two weeks after the initial meeting and communicate any outcomes to student, parent(s)/guardian(s), subject teachers and tutor via email and/or telephone. If satisfactory progress has been made the student will be referred to the tutor

for further support, continue to intervene if only some progress has been made or refer to the Director of Student Development & Behaviour if only limited progress has been made.

Any 6.1 student who is placed on a Continuing Formal Concern Plan who then achieves 2 or more U grades at Progress Review 3 will move on to a Director Concern which will result in non-entry status for the 6.2 year.

Level 5 - Director Concern Plan

If satisfactory progress has not been made in response to a Continuing Formal Concern Plan, the Director of Student Development & Behaviour will arrange a meeting with the student and their parent(s)/guardian(s) to establish the cause of the concerns and identify appropriate reasonable adjustments and support that will bring about the required level of improvement. This will be communicated to the student, parent(s)/guardian(s), subject teachers and tutor via email and/or telephone. The Director of Student Development & Behaviour will review the concern two weeks after the meeting to track progress. Students at this level of concern may still have a LIP actioned by their TTL and will continue to be monitored and have support actioned by their tutor and subject teachers.

A 6.1 student at this level of concern who achieves a U grade at Progress Review 3 or does not complete or pass a BTEC will be removed from that subject. If a student on this level of concern does not achieve at least two E grades or equivalent at Progress Review 3 or the end of their 6.1 BTEC year, they will not progress to the 6.2 year.

A 6.2 student on this level of concern will have non-entry status for both their A-level and BTEC courses. Non-entry status means that the student is not entered for external assessments until they have consistently demonstrated that they have improved their approach to their study programme. At each Progress Review point students on a Director Concern will be reviewed to decide what further action should take place.

4. Fitness to Study and Reasonable Adjustment

Due to the more complex support needs of students who are affected by fitness to study concerns, there is a separate document that outlines the Fitness to Study and Reasonable Adjustment Procedure which can be found on the College website.

5. Misconduct

Misconduct relates to a breach of the Student Contract or Code of Conduct while on the College campus, within the surrounding community, during the College working day or while engaged in college-related activity off-site. Misconduct interventions are only actioned at levels 3 to 5 due to the nature of the concerns. If there have been previous or repeated incidents of misconduct in relation to an individual student, where appropriate this may result in a higher level of intervention being actioned.

Types of Misconduct

This is not an exhaustive list, nor is it in any particular order of severity, but misconduct may involve any of the following:

- Any breach of the commitments set out in the Student Contract or Code of Conduct

- Being in possession, distributing or being under the influence of a substance (illegal drugs, legal highs or alcohol)
- Vaping or smoking inside College buildings
- Peer-on-peer abuse, bullying, intimidation, violence, harmful sexual behaviour, initiation/hazing, taunting and harassment towards any member of the College community
- Damage to any college building, equipment, book, furnishings or the property of others
- Criminal theft or activity
- Any behaviour which will bring the College name into disrepute, or which has an adverse effect on the College or on other members of the College community`
- Possession or use of a prohibited item
- Plagiarism and collusion
- A fundamental break-down in trust between a student and the College
- Breach of Examination rules

Initial Investigation

An incident of misconduct will be reported to the relevant senior staff, which can be a HoD, Divisional Director, TTL, Director of Student Development & Behaviour or the Assistant Principal - Student Services who will conduct an initial investigation to decide at which the level the misconduct is. The initial investigation will involve the student and/or member of staff who has reported the misconduct and the student who is alleged to have committed the act of misconduct. An incident of misconduct and any subsequent action will be recorded as an Expression of Concern. Other appropriate procedures and policies will be adhered to in addition to the Cause for Concern Procedures.

There may be cases of peer-on-peer abuse which clearly come under the umbrella of safeguarding. Such cases will be investigated by the Director of Safeguarding & EDI (or other available DSL or DDSL) as a safeguarding concern. Where appropriate, peer-on-peer abuse cases will proceed via the Cause for Concern Misconduct Procedures. All such incidents and any subsequent action, such as a student risk and needs assessment (actioned in cases of sexual violence or at DSL/DDSL discretion), will be recorded securely within a student's record.

Suspension and Exclusion Appeals

The 'Procedure for Appeals against the Suspension or Exclusion of Students' can be found on the College website.