

Student Behaviour and Intervention Policy & Procedure 2025-26 (incorporating the Student Code of Conduct and Fitness to Study Policy and Procedure)

Overall responsibility: Principal


Implementation: Deputy Principal

Date Issued: June 2025

Date for review: July 2026

Endorsed and approved by Strategy & Policy group:

Jason Lancaster – Principal



Contents

1. Introduction.....	3
2. Responsibility.....	3
3. Scope	3
4. Policy Statement.....	3
5. Principles.....	4
6. Code of Conduct and Expectations	4
7. Informal Stage and Formal Stages	6
8. Commitment to Study: The Attendance and Expectation Procedure.....	6
First six weeks on programme:	6
Ongoing attendance intervention:.....	7
9. The Behaviour and Intervention Procedure	8
10. Carrying out Investigations.....	13
11. Disciplinary Meetings	14
12. Communicating the Decision of a Disciplinary Meeting.....	15
13. Suspension.....	15
14. Police Involvement	16
Students on Bail or Convicted of Criminal Offences.....	16
15. Additional information	16
16. Appeals.....	17
17. Linked Policies / Procedures	17
18. Monitoring Procedure.....	17
Appendix 1: Student Behaviour & Intervention Policy Overview.....	18
Appendix 2: Guidance for the formal investigation of serious incidents that could lead to stage 3 or stage 4 disciplinary action being taken against a student.....	27
Appendix 3: The rules of natural justice	28
Appendix 4: Student Behaviour Policy and Procedure 2025/26: Guidance for Recording Meetings.....	30
Appendix 5: Fitness to Study Policy and Procedure 2025-26.....	33

1. Introduction

Responsible student behaviour is important for everybody who visits, works and studies at any of Northampton College's campuses at Booth Lane, Lower Mounts and Daventry, including their surrounding areas.

This policy sets out the College's expectations of attitudes and conduct of all students with the aim of promoting and encouraging positive behaviours in all parts of the college and across all activities associated with learning both on and off college sites. This promotes a safe, inclusive and positive culture for learning and personal development to support students to develop positive attitudes and behaviours for further learning and work.

The behaviour of the vast majority of our students is exemplary - they are responsible and considerate. Anti-social or criminal behaviour can adversely affect other people, other students, staff or local residents, and can create worry and distress for victims, some of whom are reluctant to raise it for fear of reprisal. To address these inappropriate behaviours the College has a behaviour, intervention and disciplinary process, the purpose of which is to protect the College and wider community and to deter those who interfere with its work and activities.

All students enrolled at the College sign up to the **College Code of Conduct and Expectations** which can be found below in this document and in the Student Guide given to students at induction.

This policy also incorporates the **Support and Fitness to Study Policy and Procedure** (Appendix 5) which aims to provide support to students whose health and wellbeing is having a detrimental impact on their (or other members of the College Community's) ability to study, independently remain safe and / or healthy or carry out functions of their role.

2. Responsibility

The overall responsibility of this policy lies with the Principal and implementation with the Deputy Principal.

3. Scope

This policy and procedure covers all students enrolled at Northampton College including those enrolled and studying Further Education (FE), Higher Education or University Level (HE), Apprenticeship or work-based courses and programmes. We expect any visiting students to adhere with this policy and for accompanying staff to ensure compliance, in cases of poor behaviour, the College will make representation to the appropriate representative of the visiting institution.

Students agree to abide by the College rules at the time they enroll, and these rules apply not just on campus but within our surrounding area, in any workplace related to their study programme or apprenticeship, on trips and visits and online as well. Students, visitors, parents, local residents, staff and employers all expect us to maintain a safe, orderly and harmonious environment - we take this very seriously.

4. Policy Statement

This policy is designed to ensure:

- Students are aware of the expectations of the College
- That students are encouraged to meet positive standards of conduct whilst studying at the College, whilst on College premises and when they are out and about in the local community on work placement or apprenticeship employment or on College visits and trips so as to represent the College as a positive learning environment.
- Fairness in the application of the behaviour, disciplinary and intervention process
- Consistent and fair treatment for all regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- Consideration and support of individual student's vulnerabilities, past experiences and needs are taken into account.
- Students are supported and the importance of their health and wellbeing in relation to their academic progress and wider student experience are recognised.

- All facts and evidence are established and, where appropriate, matters fully investigated *before* disciplinary action is taken.

Students, staff, visitors, employers or general members of the public are encouraged to report at the earliest opportunity any alleged breaches of the student code of conduct or alleged anti-social or criminal behaviour or behaviour which brings the College into disrepute. Once reported, the College's staff (at an appropriate level depending on the nature of the offence) will take steps to investigate the alleged breach of the Code of Conduct. Students, staff, visitors, employers or general members of the public are also encouraged to submit reports of positive behaviours to celebrate these.

5. Principles

If there is an allegation that a student has breached or broken the Code of Conduct (defined in the next section), this Behaviour and Intervention Policy and Procedure will apply. The procedure applies to students enrolled as Further Education, Higher Education or Apprentices of the College. Each case will be investigated based on its individual circumstances.

Students under the age of 18 (up to age 25 for students with an EHCP with the consent of the student) will normally be accompanied to a disciplinary intervention, interview or meeting by a parent or person with parental responsibility or support worker. Students over the age of 18 are entitled to be accompanied at a meeting by another member of the student body (who is not themselves involved), parent, carer, relative, support worker or employer, at any disciplinary interview or meeting. Any student aged under 18 (up to age 25 for students with an EHCP with the consent of the student) whose parent or person with parental responsibility has confirmed to the College that they will not be attending may instead be accompanied by a representative from Student Services if appropriate. Where any student who is known to be a looked after child is subject to the College's Behaviour and Disciplinary policy, the Designated Person for Looked After Children will be informed prior to any action taking place

Under this procedure, the College has the authority to discipline students and to suspend or exclude any student for just cause, or to ban or exclude any student from any campus, specific buildings, or to ban their vehicle from entry to campus, even where the misconduct takes place outside of the teaching and learning environment.

The definition of misconduct is outlined in the Code of Conduct and relates to behaviour that:

- Contravenes College policies / values, or
- Damages the College or its reputation, and/or
- Constitutes a criminal offence.

The Behaviour and Intervention Procedure seeks to ensure that in all decisions and interventions regarding student behaviour and conduct, students are afforded a fair hearing and that penalties are proportionate and appropriate. At our college, we acknowledge that students' behaviour can be influenced by past trauma and experiences. While these factors may provide context for inappropriate conduct, they do not excuse such behaviour. Our intervention process is designed to identify the root causes of inappropriate conduct, with the aim of equipping students with the necessary strategies to meet College expectations. It is the responsibility of each student to engage with this process and apply the strategies provided to ensure their behaviour aligns with the standards of the College. By doing so, we uphold a positive and respectful learning environment for all.

In the event that gross misconduct or criminal behaviour is committed, a student can be suspended temporarily or excluded from College permanently, and the College may be required to inform the police or other appropriate authorities.

Where the need for a meeting or appointment is referenced in this document the College will, in most cases, seek to arrange the meetings face to face. The College recognises that in some cases digital meetings may be appropriate and therefore retains the right to exercise its discretion. The College will endeavour to ensure that all students and their representatives at meetings are not disadvantaged in any way by meetings held digitally.

6. Code of Conduct and Expectations

The **Student Code of Conduct** explains how students are expected to behave whilst on College premises or where students are taking part in College-related activities, on and off site. By respecting these rules and

interacting with others in a safe and appropriate way, we can ensure that all members of the College community are kept safe.

In signing up to attend a course at the College, all students agree to:

1. Behave safely at all times and comply with all health and safety requirements of the College.
2. Follow all instructions given by teachers, managers and other staff and abide by College policies.
3. Be respectful and considerate of each other and the College environment, avoiding causing nuisance, upset or harm to others. For example, students should speak to one another and staff calmly and politely, avoiding words and actions that may be interpreted as abusive, offensive or threatening, including swearing and discriminatory language.
4. Wear their college lanyard and ID badge so that it is clearly visible, with the photograph and name easily seen, to ensure they can be identified as a Northampton College student. Students are required to show their College ID card if asked by a member of staff.
5. Only use their mobile phone and other devices in lessons and learning activities when specifically directed to by a member of staff.
6. Remove caps, hats and hoods whenever in college and follow the College dress code - <https://www.northamptoncollege.ac.uk/student-life/dress-code>.
7. Attend all lessons and other learning activities including trips, visits and work experience and arrive for them in good time for the scheduled start.
8. Only smoke or vape in clearly designated shelters, outside of the building.
9. Be properly prepared for classes, bringing the equipment they need including, where provided, their college laptop or Chromebook which should be fully charged, pen, notepad, calculator and any other equipment specified by teachers.
10. Complete all assignments and homework tasks within the timescale set by teachers and attend all examinations, practical and controlled assessments.

In addition to the Code of Conduct students must not:

- ✗ consume alcohol or be in possession of alcohol whilst on College premises.
- ✗ discriminate against others in any way. Students are expected to fully comply with the law on discrimination and with the College's Equity, Inclusion and Belonging Policy. By way of examples (not exhaustive) bullying, racial or sexual harassment will not be tolerated.
- ✗ cheat in examinations or in course work.
- ✗ bring, use, be in possession of or deal illegal or *controlled substances (drugs), legal highs or any other substance which may impair their performance on College premises. The College strictly operates a zero tolerance to illegal drugs. (NB *Medicinal drugs that are on the [Home Office's Controlled Drugs List](#) which are prescribed by a Medical Practitioner must be previously and voluntarily disclosed by a student to a member of staff and where required, stored appropriately.)
- ✗ bring the reputation of the College into disrepute through anti-social behaviour either on or off College premises.
- ✗ ignore any safety defects or problems. These must be reported to a member of college staff.
- ✗ misuse any item provided by the college in the interests of safety.
- ✗ display or circulate material which could cause offence or distress to others including using college resources to search or produce such items.
- ✗ use foul, inappropriate or abusive language.
- ✗ display violent, indecent, threatening or offensive behaviour towards staff, other students or visitors to the College.
- ✗ carry or bring to the College any offensive weapons or any objects which may be reasonably deemed as such by the College.
- ✗ make derogatory, obscene, distressing, malicious, or indecent remarks about the College, its staff or students, or employers in any form including email, letter, phone, text message or on Social Networking sites (for example, Facebook)
- ✗ cause litter or deface, or damage College property in any way.
- ✗ impersonate other students or use their ID card to gain access to buildings, facilities or services or loan their ID card to enable other students to do this.

Behaviour that contravenes the Code of Conduct and the College's expectations of behaviour will be dealt with through this Student Behaviour and Intervention Policy.

7. Informal Stage and Formal Stages

Every effort will be made to avoid the use of formal disciplinary action where problems can be remedied informally. All College staff carry the responsibility for the informal disciplining of students and for ensuring that misconduct or lack of commitment to study on the part of students is consistently dealt with in accordance with this policy. Where informal measures prove insufficient to establish a satisfactory standard of conduct, action may progress to the formal stages of the policy – stages 1 to 4. If it is felt that a student's health and wellbeing is having a detrimental impact on their, or other members of the College's community, to study or independently remain safe and / or healthy, they may be referred to the Support and Fitness to Study procedure (appendix ??).

It is expected that delivery staff, academic coaches or managers will contact parents (or person/s with parental responsibility) and / or support workers of under 18-year-old students (up to age 25 for students with an EHCP with the consent of the student), unless prevented by safeguarding issues, to ensure they are informed of (and involved in as appropriate) any support or disciplinary procedures from an early stage. If the student is an apprentice, the employer will also be notified. All actions taken under the informal stage will be recorded in ProMonitor as a 'Cause for Concern.' For students with an EHCP, their SAVS practitioner will be informed. Where any student who is known to be a looked after child is subject to the College's Behaviour and Disciplinary policy, the Designated Person for Looked After Children will be informed prior to any action taking place.

All information relating to disciplinary actions will be recorded in ProMonitor, for example Cause for Concern and disciplinary warnings and any letters. This enables staff to see whether any previous or current warnings have been issued and who issued them. This enables members of staff who are considering action to check whether any attempt has been made to correct previous misconduct and whether the previous warning/cause for concern should be taken into consideration.

Disciplinary warnings will remain active for a twelve-month period following a student completing or withdrawing from the College.

8. Commitment to Study: The Attendance and Expectation Procedure

All courses depend on a commitment and application to study and the completion of required work. This will include, but not be limited to:

- Attendance and punctuality (face to face or online as per timetable) at all parts of a study programme or apprenticeship, including Maths/English, digital skills, tutorials and Work Placement and any additional catch-up activity on timetables.
- Bringing the appropriate equipment to all classes including college laptops or Chromebook which should be fully charged, general stationery and specific course related equipment.
- Completion of homework and research set to aid learning.
- Engaging with in class / online activities.
- Completing assessments in a timely manner as part of the assessed Curriculum (submitted within required guidelines).
- Attendance at Exams and formal assessments.
- Meeting behaviour expectations

First six weeks on programme:

If a student isn't demonstrating commitment to their studies in the first six weeks of their programme, for example through non-attendance, being continually late to lessons, not completing work in class, not submitting assignments or not meeting expectations around behaviour, the '**Attendance and Expectations: First six weeks**' process will be initiated. Students will be reminded throughout this process that failure to improve attendance or to meet behaviour expectations may lead to them being withdrawn from their programme. Full detail can be seen in Appendix 1, the process is summarised below.

	Trigger	Timeframe	Action	Outcome
Stage 1 – Initial Support and Intervention	Attendance falls below 90% or two or more ‘cause for concern’ raised (e.g., poor engagement, low effort, inappropriate behaviour).	first 2 weeks (12/6/25)	Academic Coach or teacher holds an intervention tutorial; SMART targets set for attendance, punctuality, and behaviour. Parents/carers/employers informed.	If improvements are made, no further action. If not, move to Stage 2.
Stage 2 – Curriculum Manager Involvement	Continued issues with attendance (further absences, attendance remains below 90%) or behaviour (at least 2 more ‘cause for concern’) despite Stage 1 intervention.	2 weeks (26/6/25), 4 weeks cumulative	Curriculum Manager meets with the student and contacts parents/carers/employers. Progress tracked on ProMonitor. Additional support considered.	Improvements halt progression. Continued concerns escalate to Stage 3 or referral to Behaviour or Fitness to Study procedures.
Stage 3 – Escalated Monitoring	Attendance declines further (likely below 80%) or behaviour concerns persist.	1 week (3/10/25), 5 weeks cumulative	Curriculum Manager holds a review meeting and monitors progress over one week. Ongoing communication and SMART target setting continues.	If no improvement, move to Stage 4.
Stage 4 – Formal Disciplinary	Continued failure to meet expectations.	1 week (10/10/25), 6 weeks cumulative	Formal Stage 4 disciplinary meeting chaired by an Assistant Principal. Withdrawal may be considered. If continuation is agreed, targets are reviewed again after two and four weeks.	Student either improves or is withdrawn from their programme.

Appeals

- For Stage 4 outcomes, students may submit an appeal to the Principal within **5 working days** of receiving the outcome.

Ongoing attendance intervention:

Attendance and Punctuality Intervention Process

The College implements a staged approach to address persistent attendance and punctuality concerns across all elements of a learner’s study programme (including the main qualification, English, Maths, digital skills, and PS&C). The intervention framework escalates based on repeated patterns of unexplained absences or lateness, with clearly defined responsibilities and support mechanisms at each stage. Students will be reminded at all stages that failure to improve attendance and punctuality is likely to impact their ability to progress to further study and may lead to them being withdrawn from their programme. Full detail can be seen in Appendix 1, the process is summarised below.

	Trigger	Timeframe	Action	Outcome
Informal Intervention	2 instances of absence or lateness within 2 weeks.	2 weeks	Tutorial/intervention meeting with Teacher or Academic Coach, contact with parent/carers/employer, support referrals, and SMART targets set	Attendance and punctuality improve, no further action. No improvement, escalate to Stage 1 or Fitness to Study.

Stage 1 – Support & Intervention	Further absences / lateness with no good reason from any sessions in a 2-week period, attendance below 85%	Up to 2 weeks, 4 weeks cumulative.	Tutorial/intervention meeting with Teacher or Academic Coach, contact with parent/ carer/ employer, support referrals, and SMART targets set, with Curriculum Manager informed	Attendance and punctuality improve, no further action. No improvement, escalate to Stage 2 or Fitness to Study.
Stage 2	Further absences / lateness with no good reason from any sessions in a 2-week period, attendance below 75%	Up to 2 weeks, 6 weeks cumulative.	Tutorial/intervention meeting with Teacher or Academic Coach, contact with parent/ carer/ employer, support referrals, and SMART targets set, with Curriculum Manager informed	Attendance and punctuality improve, no further action. No improvement, escalate to Stage 2 or Fitness to Study.
Stage 3	Further absences / lateness with no good reason from any sessions in a 2-week period, attendance below 70%	Up to 2 weeks, 8 weeks cumulative.	Further support review, formal meeting involving Curriculum Manager, parent/carer/employer invited, support referrals, and SMART targets set	Attendance and punctuality improve, no further action. No improvement, escalate to Stage 4 or Fitness to Study.
Stage 4	Further absences / lateness with no good reason from any sessions in a 2-week period, attendance below 70%	Up to 2 weeks, 10 weeks cumulative.	Formal meeting held by Assistant Principal, parent/carer/employer invited, support referrals, and SMART targets set.	Attendance and punctuality improve, no further action. If no improvement, referred to EMT for withdrawal from programme.

Appeals

Learners may appeal formal decisions at any stage:

- **Stages 1–3:** Appeal to the Quality Office within 5 working days
- **Stage 4:** Appeal to the Principal

NOTE: Parents / carers / support workers / SAVS practitioner of under 18-year-old students (up to age 25 for students with an EHCP with the consent of the student), employers of apprentices and the Designated Person for Looked After Children in relation to any student known to be looked after, will be informed of any intervention or actions taken.

9. The Behaviour and Intervention Procedure

The **Behaviour and Intervention** procedure will be used where there are indications that any part of the Code of Conduct has been breached or where commitment to study is not being shown (see section 5 Commitment to Study: Attendance and Expectations. This policy applies to all students and covers all:

- Buildings on any of the College campuses or on any part of the estate owned by Northampton College;
- Social and sporting activities;
- Activities both on and off campus (including work placement, College trips and activities) where an incident involves dangerous or antisocial behaviour or behaviour which may bring the College into disrepute.
- Online and social media activity that brings the College into disrepute or is considered bullying or harassment of another member of the College community.

There are 5 stages to the Behaviour and Intervention Procedure as summarised below. Note that this does not include actions undertaken under the ‘Commitment to Study’ procedure, summarised in section 6.

STAGE	PROCESS	OUTCOMES / SANCTIONS	MISCONDUCT LEVEL	APPEAL
<p>Informal</p> <p>Any member of staff</p>	<p>Intervention meeting or tutorial held by any member of staff.</p> <p>SAVS practitioner and Designated Person for Looked After Children informed as appropriate. Contact with Parent / carer / employer to discuss.</p> <p>Recorded as 'Cause for Concern' in ProMonitor.</p> <p>SMART target(s) set for improvement.</p>	<ul style="list-style-type: none"> Improved commitment / meeting expectations, no further action. Tutor referral e.g. for learning or MHWB support. Commitment / meeting expectations not improved, referral to Stage 1 	<p>Not demonstrating commitment to study or meeting expectations of behaviour.</p>	<p>Not applicable</p>
<p>Stage 1: Support and Intervention *</p> <p>Lead: Curriculum Manager, Apprentice Delivery Manager or equivalent. Member of Student Services</p>	<p>A Curriculum Manager/ Apprentice Delivery Manager, will conduct the meeting, following investigation or review of Cause for Concerns, with the student within 7 working days.</p> <p>Details of the meeting, including the outcome and consequences of future misconduct, will be recorded on ProMonitor.</p> <p>Parents/carers/employers will be informed of action.</p> <p>A meeting to review progress against the action plan and SMART targets will usually take place within 20 working days of the student getting the outcome of the initial meeting.</p> <p>For students with an EHCP, their SAVS practitioner will be kept informed at all times. For a student known to be a looked after child, the Designated Person for Looked After Children will be kept informed at all times.</p>	<ul style="list-style-type: none"> Improved commitment / meeting expectations, no further action. Support mechanisms put in place. Referral to Support & Fitness to Study Stage 1 warning and action plan issued with appropriate SMART targets to be completed within 2/3 weeks. Additional sanctions appropriate to the incident (e.g. limited access to IT, apologies to any inconvenienced individuals). No disciplinary action taken <p>Note: students should be reminded of the consequences of further misconduct or failure to improve.</p> <p>Class Tutors to comment on positive and negative behaviours on ProMonitor during the action plan period. Personal tutors/Academic Coaches / EDEs to monitor.</p> <p>This stage can be repeated once if appropriate but then escalation to stage 2 is required</p>	<p>Continuing lack of commitment to study or meeting expectations of behaviour -- typically more than 3 'Cause for Concerns' in the first half term or the academic year or a 2 week period.</p> <p>Issues such as continuous/repeated:</p> <ul style="list-style-type: none"> disrespect towards staff or visitors disruptive behaviour/unacceptable language non-application to work in class initial instance of bullying unjustified absenteeism or lateness poor attitude to completing work regularly unprepared for lessons minor breaches of College rules or the code of conduct – e.g. smoking in non-designated areas inappropriate parking 	<p>In writing to the Quality Office within 5 working days. Appeal will be heard within 10 working days by the Assistant Principal for the school the student belongs.</p>

<p>Stage 2</p> <p>Lead: Curriculum Manager, Apprentice Delivery Manager or Equivalent</p>	<p>A Curriculum Manager/ Apprentice Delivery Manager will conduct the meeting, following investigation, with the student within 7 working days.</p> <p>Parents/carers must be invited to attend the meeting (where student is under 18 at the start of their course and has not withdrawn permission, aged 25 for students with an EHCP with the consent of the student). Employers of Apprentices should be invited as should support workers where it is appropriate.</p> <p>Details of the meeting, including the outcome and consequences of future misconduct, will be recorded on ProMonitor.</p> <p>For students with an EHCP, their SAVS practitioner will be kept informed at all times. For a student known to be a looked after child, the Designated Person for Looked After Children will be kept informed at all times.</p>	<ul style="list-style-type: none"> • Stage 2 warning and action plan issued with appropriate SMART targets to be completed within 2/3 weeks • Other sanctions appropriate to the incident (e.g. apologies to anyone involved, replacement of damaged equipment) • Lower level sanction confirmed (e.g. stage 1) <p>Note: students should be reminded of the consequences of further misconduct or failure to improve.</p> <p>Class Tutors should comment on positive and negative behaviours on ProMonitor during the action plan period. Personal tutors /Academic Coaches will monitor progress.</p> <p>This stage can be repeated once if appropriate but then escalation to stage 3 is required</p>	<p>Failure to achieve a stage 1 action plan.</p> <p>Issues such as the following should come straight to this level:</p> <ul style="list-style-type: none"> • minor damage to property • minor levels of aggression/bullying/harassment towards other students or staff • minor health and safety infringements • discriminatory behaviour/comments of any kind • abuse of any college facilities • unacceptable behaviour towards College neighbours or their property • plagiarism 	<p>In writing to the Quality Office within 5 working days. Appeal will be heard within 10 working days by the Assistant Principal for the school the student belongs.</p>
<p>Stage 3</p> <p>Lead: Assistant Principal, Director of Work Based Learning or equivalent</p>	<p>Report prepared for reasons for stage 3 by Curriculum Manager/ Apprentice Delivery Manager/ investigating officer, presented to Assistant Principal / Director of Work Based Learning</p> <p>Referral for failure to meet targets agreed at stage 2.</p>	<ul style="list-style-type: none"> • No disciplinary action taken • Stage 3 warning and action plan issued with appropriate SMART targets to be completed within 2/3 weeks • Lower level sanction confirmed • Recommendation for stage 4 meeting. • Other sanctions appropriate to the incident. 	<p>Failure to achieve a stage 2 action plan.</p> <p>Issues such as the following should come straight to this level:</p> <ul style="list-style-type: none"> • Failure to engage in all parts of a study programme including, Maths, English and Work Placement (where relevant) • Incapacity caused by being, or appearing to be, under the influence 	<p>In writing to the Quality Office within 5 working days. Appeal will be heard within 10 working days by the Assistant Principal for Teaching, Learning and Quality</p>

	<p>Assistant Principal will arrange a panel meeting, the panel will consist of the Assistant Principal to which the student belongs / Director of Work Based Learning and another Assistant Principal or college manager as appropriate.</p> <p>Parents/carers must be invited to attend the meeting (where student is under 18 at the start of their course and has not withdrawn permission, aged 25 for students with an EHCP with the consent of the student). Employers of Apprentices should be invited as should support workers where it is appropriate.</p> <p>Details of the meeting, including the outcome and consequences of future misconduct, will be recorded on ProMonitor.</p> <p>For students with an EHCP, their SAVS practitioner will be kept informed at all times. For a student known to be a looked after child, the Designated Person for Looked After Children will be kept informed at all times.</p>	<p>Note: students should be reminded of the consequences of further misconduct or failure to improve.</p> <p>Class teachers to comment on positive and negative behaviours on eLP during the action plan period. Personal tutors to monitor.</p>	<p>of alcohol, illegal drugs, or solvents (see Substance Misuse Policy)</p> <ul style="list-style-type: none"> • Theft, fraud, deliberate falsification of records. • Deliberate damage to property owned by Northampton College, its staff, student, or visitors. • Behaviour likely to be offensive to public decency (including swearing and offensive language). • Refusal to follow any instruction of College staff (or emergency services staff) relating to health and safety, or the orderly management of the College's business and its environment. • Behaviour prejudicial to the good name of the College, whether on or off the College premises. • Inappropriate use of technology or any of the College's computer equipment or facilities (see ICT Acceptable Use Policy). 	
<p>Stage 4 :</p> <p>Lead: Appropriate EMT Member</p>	<p>Report prepared detailing the reasons for stage 4 by Assistant Principal / Director of Work Based Learning / investigating officer, presented to Assistant Principal / Director of Work Based Learning. The final report will be reviewed by the Executive and / or Quality Office before presentation to the disciplinary meeting.</p>	<ul style="list-style-type: none"> • No disciplinary action taken • Stage 4 warning and action plan issued with appropriate SMART targets to be completed within 2/3 weeks • Lower level sanction confirmed • Other sanctions appropriate to the incident. • Exclusion 	<p>These meeting will normally be preceded by a stage 3 meeting, however where the incident is deemed extremely serious a stage 4 meeting can be requested directly. Examples of serious behaviours include:</p> <ul style="list-style-type: none"> • Physical or verbal assault on another student or member of staff or visitor, or threatening behaviour. 	<p>Appeal in writing to the Principal within 5 working days, appeal will be heard within 10 working days by the Principal or their Deputy.</p>

	<p>Note: for investigation of incidents of extremely serious misconduct – the Assistant Principal for Teaching, Learning and Quality should agree the investigation plan. An external investigator may be identified if deemed appropriate.</p> <p>Referral for failure to meet targets agreed at stage 3.</p> <p>A member of EMT will arrange a meeting normally within 5 working days of the report being completed. Parents/carers must be invited to attend the meeting (where student is under 18 at the start of their course and has not withdrawn permission, aged 25 for students with an EHCP with the consent of the student). Employers of Apprentices should be invited as should support workers where it is appropriate.</p> <p>Details of the meeting, including the outcome and consequences of future misconduct, will be recorded on ProMonitor.</p> <p>For students with an EHCP, their SAVS practitioner will be kept informed at all times. For a student known to be a looked after child, the Designated Person for Looked After Children will be kept informed at all times.</p>	<p>Note: students should be reminded of the consequences of further misconduct or failure to improve.</p> <p>Class teachers to comment on positive and negative behaviours on eLP during the action plan period. Personal tutors to monitor.</p>	<ul style="list-style-type: none"> • The possession, use or dealing of any illegal substances including alcohol. • The possession of any offensive weapon(s). • All forms of harassment whatever they are based upon (for example whether based on sex, race, sexual orientation, disability, age, health, appearance, background, personal or political beliefs or religion or any protected characteristic). • Any actions that break health and safety rules or place any member of the College community or general public at risk 	
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***Stage 1 – Support and Intervention**

Students who have more than 3 ‘Cause for Concerns’ (typically) relating to ongoing lack of commitment to study, behaviour concerns or minor breaches of the code of conduct will be referred for a Stage 1 – Support and Intervention meeting led by the Curriculum Manager or equivalent for the subject area or an appropriate member of the Student Support team.

The aim of this meeting is to identify any support needs or concerns that may be impacting commitment to study and expectations. Where a student is known to have an Education Health & Care plan (EHCP), high needs, learning difficulty or disability which may affect the student advice and/or support should be considered during this meeting and before implementing formal action. The student’s SAVS practitioner will be kept informed and involved at all times. Where any student who is known to be a looked after child the Designated Person for Looked After Children will be informed prior to any action taking place. The parents (or person/s with parental responsibility) and / or support workers of under 18-year-old students (up to age 25 for students with an EHCP with the consent of the student), unless prevented by safeguarding issues, should be informed of meetings and of any outcomes arising as a result.

The outcome(s) of the meeting will be a combination of:

- Referral to appropriate support services
- Targets set with an action plan for improvement
- Recommendation to progress to the Support and Fitness to Study process

A stage 1 meeting may also be held where there have been minor breaches of the Code of Conduct or College rules. The outcome(s) of the meeting will be a combination of:

- Stage 1 warning and action plan with no further action if targets met and behaviours are not repeated.
- Sanctions as appropriate e.g. apologies for behaviour.
- Escalation to higher stages if behaviours/ lack of commitment continues.

10. Carrying out Investigations

Before a formal disciplinary meeting is scheduled, there should be an investigation of the facts leading to the request. Note that students can be placed on any stage of disciplinary without having undergone the previous stage, the principle here being that the level of disciplinary action is determined by the alleged misconduct.

Where a staff member believes a Stage 1 or above support or disciplinary meeting should take place, evidence should be presented to the Curriculum Manager or Apprenticeship Delivery Manager in the first instance to determine whether or not disciplinary action should be taken.

The manager responsible for the disciplinary meeting should ensure they have considered all of the relevant information and documentation related to the cause for the disciplinary meeting. As part of the investigation processes, the responsible manager will explore with the student and other appropriate parties, any issues related to previous experience that may have contributed to the issues being considered. While these will not be considered as excusing factors for inappropriate behaviour, they will be used to inform agreed actions and strategies for the student to implement to ensure their behaviour meets the College's expectations in future.

Where it is decided that an alleged incident is serious enough to enter the formal process at stages 3 or 4, the Curriculum Manager / Apprentice Delivery Manager (stage 3) or Assistant Principal / Director of Work Based Learning (stage 4) should liaise with the Assistant Principal for Teaching, Learning and Quality to agree the scope of the investigation and who should carry out the investigation or to confirm that an investigation has been carried out appropriately.

For students with an EHCP, their SAVS practitioner will be kept informed at all times. Where any student who is known to be a looked after child is subject to the College’s Behaviour and Disciplinary policy, the Designated Person for Looked After Children will be informed prior to any action taking place. The parents (or person/s with parental responsibility) and / or support workers of under 18-year-old students (up to age 25 for students with an EHCP with the consent of the student), unless prevented by safeguarding issues will be informed of meetings and of any outcomes arising as a result

In all investigations, all persons (students, staff, visitors etc) involved in the incident should be asked to provide a written statement, this must contain their full name, student number (if applicable) and be signed and dated. Any statements must be collated and reviewed before a formal meeting takes place and where possible as soon as a student is made aware of an allegation. If the student has any support needs including a learning difficulty or disability, specific vulnerability such as mental health concerns or anything identified through a previous Stage 1 Support and Intervention meeting, reasonable adjustment will be made with the agreement of appropriate support team members. The College reserves the right to engage an external (independent of the College) investigator where the risk to the College or student is deemed sufficient to warrant this action. Further detail on carrying out investigations for stages 3 or 4 can be found in Appendix 6.

Please note: Before sending letters to parents, staff should be aware that students may have opted out of parental communication and therefore additional letters to parents should not be sent.

11. Disciplinary Meetings

If it has been determined following an investigation that a formal disciplinary meeting should be held, a letter will be sent (electronically and by post) asking the student to attend a formal disciplinary meeting. For students with an EHCP, a copy of the letter will be sent to their SAVS practitioner. For a student who is known to be a looked after, the Designated Person for Looked After Children will be informed prior to any meeting taking place. A copy of the letter will be sent to employers where the student concerned is an apprentice. The letter will set out sufficient detail for the student to understand the allegation to which they must respond to during the disciplinary meeting. The letter will:

- state the date/time/ of the meeting and whether it will take place face to face or online.
- set out with sufficient detail, the allegation to which the student must respond in the meeting, including the disciplinary stage that the meeting is based on.
- include a Guide to the Student Behaviour and Intervention Policy & Procedure containing the Code of Conduct.
- Explain that the student may invite a representative to support them. The role of the representative is to assist the student to understand the process but must not answer questions put to them by a panel member. The representative can support and help to clarify.
- The only people who can be representatives are one of the below. Note that the meeting lead can refuse attendance to specific individuals who are not appropriate.
 - A member of College staff
 - A fellow student (i.e. a friend).
 - Parents or the person/s with parental responsibility or an official support worker.
 - Employer

Only where the student is under 18 (up to age 25 for students with an EHCP with the consent of the student) – the College will inform the student’s parents or person with parental responsibility in advance of the meeting so that they have the opportunity to participate with their child/young person being cared for, to the meeting.

At the meeting, the lead member of staff will:

- Introduce themselves and others present
- Explain the purpose of the meeting
- Confirm with the student that they have been sent a copy of the Student Behaviour Policy & Procedure and check that they understand the Code of Conduct
- State whether any others will be in attendance to give evidence about the alleged incident in person
- Explain that the panel intend to arrive at an outcome as quickly as possible
- State the specific details of the alleged incident for the benefit of the student and then give the student the opportunity to put forward their version of events.
- If appropriate, the lead member of staff will explore with the student and other appropriate parties, any issues identified during investigation related to previous experience that may have contributed to the issues being considered. While these will not be considered as

excusing factors for inappropriate behaviour, they will be used to inform agreed actions and strategies for the student to implement to ensure their behaviour meets the College's expectations in future.

- Record key points (or have pre-arranged for a note taker to be present)
- Inform the student that a record will be made in ProMonitor, viewable by the student in ProPortal.

The failure by a student to attend a formal intervention or disciplinary meeting may result in action being escalated to a higher stage or a decision being taken in that student's absence.

12. Communicating the Decision of a Disciplinary Meeting

Once a disciplinary meeting has ended, the panel will discuss the evidence from investigation and information presented by the student and anyone else involved during the meeting and make a decision on the outcome of the meeting, including the appropriate formal disciplinary stage. Meeting outcomes may include, but are not limited to:

- No evidence of misconduct, no sanctions applied
- A verbal warning, usually with an action plan for improvement
- A written warning (linked to disciplinary stage), usually with an action plan for improvement
- Exclusion
- The requirement to participate meaningfully in supportive or otherwise corrective activities to equip the student to meet the College's conduct expectations in the future.
- Other sanctions appropriate to the specific incident / misconduct e.g. making a formal apology to an injured party or limiting access to specific areas or resources

The outcome and any actions to be taken will be recorded on ProMonitor and the student will be issued with a formal outcome letter as soon as possible and usually within 5 working days of the disciplinary meeting.

Note: Where the student is under 18 (up to age 25 for students with an EHCP with the consent of the student), a copy of the letter will be sent to the student's parent/person with parental responsibility. For students with an EHCP, a copy of the letter will be sent to their SAVS practitioner. For any student who is known to be looked after, the Designated Person for Looked After Children will be provided with a copy of any correspondence.

13. Suspension

For the purposes of this policy the term suspension should not be confused with the term exclusion.

Suspension can be used during the investigative phase where it is considered it would be detrimental for a student to remain where the health, safety and welfare of themselves or others is compromised.

A period of suspension does not automatically presume guilt. A suspension should only be imposed where it is considered absolutely necessary, for example to enable an investigation to proceed unhindered where facts or evidence need to be gathered or where there is a safety consideration either for the student concerned or for others. Conditions may be attached to the period of suspension and if these are not adhered to, it is most likely to carry consequences for the student concerned if breached.

Any member of the College Management Team may suspend a student for a period not exceeding 24 hours. (To be used as a "Cool down" period only).

Only an Assistant Principal or member of EMT has the authority to approve a suspension greater than 24 hours. A period of suspension must be time-limited and should be for no more than 5 working days at the outset whilst an investigation takes place. The period must be kept under review by the person who approved the suspension. It can be extended (to a maximum of 10 working days) but should be lifted once it is clear whether disciplinary action is to be taken or not.

Where a request is made to extend a suspension beyond 10 working days, the Deputy Principal and the Assistant Principal of Student Services will review the request and either agree or refuse to extend the suspension. Where the suspension period is extended the length of time will be determined by the need for further investigation and reporting. For example, a longer period may be imposed if the matter is being investigated as a criminal offence by the Police or Enforcing Authority.

The suspended student must be kept informed and should be provided with a named contact at the College, this will be agreed by the member of staff suspending the student. The named contact should either be a person from Student Services, their Academic Coach or Curriculum Manager.

If the student being suspended is under 18 at the start of their course (up to age 25 for students with an EHCP with the consent of the student), their parent/carer must be informed immediately of the suspension and the reasons for the suspension (unless the student has actively removed permission to contact). If a work based/placed learner is being suspended under this policy, the employer must be informed. For students with an EHCP, their SAVS practitioner should be kept informed at all times. Where any student who is known to be a looked after child is subject to the College's Behaviour and Disciplinary policy, the Designated Person for Looked After Children should be informed prior to any action taking place

Where an employer themselves suspends a student, the College will uphold the suspension in kind from College sites.

14. Police Involvement

Where any member of staff has reason to believe that a student may have committed a criminal offence the College may refer the matter to the police and may continue disciplinary proceedings under this procedure or suspend the student pending the outcome of police enquiries and any charges which may be brought against the student. The Assistant Principal - Student Services will liaise with the police to confirm whether there is any reason why the disciplinary proceedings should not continue.

Where the student has been suspended under this provision, when the results of those enquiries and any criminal proceedings are known, the College reserves the right to recommence proceedings under this procedure in relation to the matter.

It is emphasised that in relation to the application of this procedure, the College is not bound by the results of any criminal proceedings against students.

Students on Bail or Convicted of Criminal Offences

The College is committed to maintaining a safe and supportive environment for all members of its community. In line with this commitment, the College reserves the right to take precautionary action in circumstances where a student is subject to ongoing criminal investigations or has been convicted of a criminal offence.

1. Students on Bail or Under Police Investigation

Where a student is on police bail or under investigation for a criminal offence that may pose a risk to the safety or wellbeing of others in the College community, the College may suspend the student on a precautionary basis. This suspension is not a disciplinary sanction but a safeguarding measure to protect students, staff, and the integrity of any ongoing investigations. The decision to suspend will be based on a risk assessment and may remain in place until the conclusion of legal proceedings.

2. Students Convicted of Criminal Offences

If a student is convicted of a criminal offence during the academic year, the College will review the matter under its Behaviour Policy. The nature of the offence, its relevance to the College environment, and any potential risk to others will be considered. Disciplinary action, including suspension or permanent exclusion, may be taken where the offence is deemed incompatible with continued membership of the College community.

3. Duty to Disclose

Students are required to disclose any unspent criminal convictions at enrolment and to inform the College of any subsequent charges, bail conditions, or convictions during their time at the College. Failure to disclose such information may itself be treated as a disciplinary matter.

15. Additional information

There may be occasions when a student is deemed to be in a condition that renders them unsuitable for study. Examples include, but are not limited to, being under the influence of alcohol, stimulants such as

energy drinks or illegal substances. The first priority is safety, and the student should be removed from the classroom / teaching situation as quickly as possible.

If a student under the age of 18 (up to age 25 for students with an EHCP with the consent of the student) is to be sent home this should only be done with the knowledge of the parent or person with parental responsibility and ideally, they should collect the student. In the case of older students, a view should be taken on whether it is safe to send them home alone.

The Curriculum Manager / Apprenticeship Delivery Manager will deal with the matter wherever possible, in their absence the Assistant Principal - Student Services. Such exclusions are deemed temporary and will not automatically lead to disciplinary action. The Curriculum Manager / Apprenticeship Delivery Manager will discuss with their Assistant Principal / Director of Work Based Learning & Assistant Principal Student Services the action that will be taken on the student's return to college. For students with an EHCP, their SAVS practitioner will be kept informed at all times. For a student known to be a looked after child, the Designated Person for Looked After Children will be kept informed at all times.

16. Appeals

There is a right of appeal at all stages of the formal procedure. For stages 1, 2 & 3 the student should submit their appeal, in writing, to the Quality Office (qualityteam@northamptoncollege.ac.uk) within 5 working days of the formal receipt of the outcome of their meeting. The Assistant Principal for the area of study / Director of Work Based Learning will hear the appeal at stages 1 and 2 and the Assistant Principal for Teaching, Learning and Quality will hear all appeals at stage 3, usually within 10 working days of receipt of the appeal.

For an appeal against a stage 4 decision or an exclusion, the student should submit their appeal, in writing, to the Principal within 5 working days of receiving the outcome of the stage 4 disciplinary meeting. The Principal or their Deputy will hear the appeal usually within 10 working days of receipt of the appeal.

This procedure lays down timeframes to which the College will try to meet. However, there may be occasions where the time limits cannot be met for various reasons. If this is the case, the College will keep the student fully informed of the reasons for this and when the appeal meetings will take place.

There can be no further internal appeal against the decision of the Appeal made to the Principal.

If a student remains unsatisfied with the result of any interventions that have been made to address concerns about behaviour or conduct, then they can complain using the College's complaints procedure. For further details of this process, please see the College's **Compliments, Concerns and Complaints Policy**.

17. Linked Policies / Procedures

- Assessment Appeals Procedures
- Safeguarding Children and Vulnerable Adults Policy
- Student Assessment Policy
- Compliments, Complaints and Comments Policy
- Malpractice, Maladministration and Plagiarism Policy

18. Monitoring Procedure

All disciplinary action will be recorded on ProMonitor and will be held on the student's digital file for inspection at any time.

The Assistant Principal for Teaching, Learning and Quality will present a summary report annually.

Appendix 1: Student Behaviour & Intervention Policy Overview.

Stage	Attendance & Expectations Intervention: First six weeks	Attendance Intervention	Behaviour & Intervention	Fitness to Study
Informal	Attendance & Expectations Intervention: First six weeks	Attendance Intervention	Behaviour & Intervention	Fitness to Study
Reason or cause	Move straight to Stage 1: Support and Intervention	<p>Student has 2 absences with no good reason from any sessions in a 2 week period.</p> <p>Student late to 2 or more sessions in a 2 week period without good reason.</p> <p>NOTE: this is ALL / ANY elements of the study programme, including main qualification, English, Maths, digital skills and PS&C.</p>	Not demonstrating commitment to study or meeting expectations of behaviour.	<i>See Stage 1 – Support & Intervention</i>
Timeline		Up to 2 weeks	Any time during year.	
Conditions / Actions		<p>Intervention meeting / tutorial.</p> <p>Contact with Parent / carer / employer to discuss.</p> <p>Investigate reasons for ongoing absences / lateness. Refer for support as appropriate e.g. referral to MHWB resources, SAVS</p> <p>SMART target set to improve attendance.</p> <p>SMART target set to improve punctuality.</p>	<p>Recorded as ‘Cause for Concern’ in ProMonitor.</p> <p>SMART target(s) set for improvement.</p>	
Responsibility		<p>Teacher / Academic Coach</p> <p>SAVS practitioner and Designated Person for Looked After Children informed as appropriate.</p>	<p>Any member of staff.</p> <p>SAVS practitioner and Designated Person for Looked After Children informed as appropriate.</p>	
Possible Outcomes		Attendance and punctuality improve, no further action unless starts to drop again.	<p>Improved commitment / meeting expectations, no further action.</p> <p>Tutor referral e.g. for learning or MHWB support.</p>	

		Absences and lateness continue, moves to Stage 1. Referral to Behaviour & Intervention or Fitness to Study process.	Commitment / meeting expectations not improved, referral to Stage 1	
Stage 1 – Support & Intervention	Attendance & Expectations Intervention: First six weeks	Attendance Intervention	Behaviour & Intervention	Fitness to Study
Reason or cause	Attendance falls below 90%. Student is not meeting expectations e.g. not demonstrating readiness to learn, often disengaged with little or no work completed in lessons, not following instructions or H&S rules, often not respectful and considerate of other students & staff & uses inappropriate language on a regular basis. Has 2 or more ‘cause for concerns’ recorded on ProMonitor. NOTE: this is ALL / ANY elements of the study programme or apprenticeship, including main qualification, English, Maths, digital skills and PS&C.	Student has further absences with no good reason from any sessions in a 2 week period. Student late to 2 or more sessions in a 2 week period without good reason. Attendance falls below 85% NOTE: this is ALL / ANY elements of the study programme, including main qualification, English, Maths, digital skills and PS&C.	Continuing lack of commitment to study or meeting expectations of behaviour – typically more than 3 ‘Cause for Concerns’ in the first half term or the academic year or a 2 week period. Failure to achieve SMART targets set at the informal stage. Minor breaches of the Code of Conduct or College rules – see policy for full list of examples.	Level 1 (Low Risk): Behaviour or wellbeing raises a concern but does not present an immediate crisis e.g. some changes in behaviour, appearance, attitude, ability to meet deadlines. See policy for full list of examples.
Timeline	First 2 weeks – 12/9/25	Up to 2 weeks (4 weeks cumulative)	Any time during year. Linked to failure to meet SMART targets.	Any time during year.
Conditions / Actions	Intervention meeting / tutorial. Contact with Parent / carer / employer to discuss. Students reminded that failure to improve attendance or to meet behaviour expectations may lead to them being withdrawn from their programme. SMART target set to improve attendance.	Investigate reasons for ongoing absences / lateness. Refer for support as appropriate e.g. referral to MHWB resources, SAVS Contact with Parent / carer / employer to discuss. Students reminded that failure to improve attendance may lead to them not being able to progress. SMART target set to improve attendance.	Curriculum Manager / Apprentice Delivery Manager conducts Stage 1 Intervention Meeting. Parents/carers/employers will be informed of action. SAVS practitioner and Designated Person for Looked After Children informed. SMART target(s) set for improvement. Review meeting held 2/3 weeks after initial meeting.	Intervention meeting / tutorial. Contact with Parent / carer / employer to discuss.

	SMART target set to improve punctuality. SMART target(s) set to improve behaviour.	SMART target set to improve punctuality.		
Responsibility	Teacher / Academic Coach SAVS practitioner and Designated Person for Looked After Children informed as appropriate.	Teacher / Academic Coach Curriculum Manager informed. SAVS practitioner and Designated Person for Looked After Children informed as appropriate.	Curriculum Manager.	Teacher / Academic Coach SAVS practitioner and Designated Person for Looked After Children informed / invited.
Possible Outcomes	Attendance and punctuality and / or behaviours improve, no further action unless starts to drop again. Absences and lateness and / or failure to meet expectations continue, moves to Stage 2. Referral to Behaviour & Intervention or Fitness to Study process.	Attendance and punctuality improve, no further action unless starts to drop again. Absences and lateness continue, moves to Stage 2. Referral to Behaviour & Intervention or Fitness to Study process.	Improved commitment / meeting expectations, no further action. Support mechanisms put in place. Referral to Support & Fitness to Study Stage 1 warning and action plan issued with appropriate SMART targets to be completed within 2/3 weeks. Additional sanctions appropriate to the incident (e.g. limited access to IT, apologies to any inconvenienced individuals). No disciplinary action taken	Referral to appropriate support services (internal or external). Further action through the Attendance Intervention and / or Behaviour & Intervention policies.
Stage 2	Attendance & Expectations Intervention: First six weeks	Attendance Intervention	Behaviour & Intervention	Fitness to Study
Reason or cause	Student has further absences with no reason and attendance remains below 90% Student is still not meeting expectations as described in Stage 1. Has 2 or more 'cause for concerns' recorded on ProMonitor in the 2 week period. NOTE: this is ALL / ANY elements of the study programme or apprenticeship, including main	Student has further absences with no good reason from any sessions in a 2 week period. Student late to 2 or more sessions in a 2 week period without good reason. Attendance falls below 75% NOTE: this is ALL / ANY elements of the study programme, including main qualification, English, Maths, digital skills and PS&C.	Failure to achieve a stage 1 action plan in a timely manner – including ongoing lack of commitment to study. Breaches of the Code of Conduct or College rules e.g. minor damage to property or minor levels of aggression, bullying or harassment towards other students or staff. See policy for full list of examples.	See Stage 3

	qualification, English, Maths, digital skills and PS&C.			
Timeline	2 weeks – 26/9/25 (4 weeks cumulative)	Up to 2 weeks (6 weeks cumulative)	Any time during year. Linked to failure to meet SMART targets or actions set at Stage 1.	
Conditions / Actions	<p>Ensure any appropriate support mechanisms are in place.</p> <p>Contact with Parent / carer / employer to discuss.</p> <p>Students reminded that failure to improve attendance or to meet behaviour expectations may lead to them being withdrawn from their programme.</p> <p>SMART target set to improve attendance.</p> <p>SMART target set to improve punctuality.</p> <p>SMART target(s) set to improve behaviour.</p>	<p>Ensure any appropriate support mechanisms are in place.</p> <p>Contact with Parent / carer / employer to discuss.</p> <p>Students reminded that failure to improve attendance may lead to them not being able to progress.</p> <p>SMART target set to improve attendance.</p> <p>SMART target set to improve punctuality.</p>	<p>Curriculum Manager / Apprentice Delivery Manager conducts Stage 2 Intervention Meeting.</p> <p>Parents/carers/employers will be informed / invited to meeting.</p> <p>SAVS practitioner and Designated Person for Looked After Children informed.</p> <p>SMART target(s) set for improvement.</p> <p>Review meeting held 2/3 weeks after initial meeting.</p>	
Responsibility	<p>Curriculum Manager meets with student, parents / carers / employer invited.</p> <p>SAVS practitioner and Designated Person for Looked After Children informed as appropriate.</p> <p>Attendance and punctuality followed up by teacher and academic coach, progress recorded on ProMonitor comments.</p> <p>Curriculum Manager carries out desk-based review of attendance and punctuality at the end of the 2 week period to confirm next steps.</p>	<p>Curriculum Manager meets with student, parents / carers / employer invited.</p> <p>SAVS practitioner and Designated Person for Looked After Children informed as appropriate.</p> <p>Attendance and punctuality followed up by teacher and academic coach, progress recorded on ProMonitor comments.</p> <p>Curriculum Manager carries out desk-based review of attendance and punctuality at the end of the 2 week period to confirm next steps.</p>	Curriculum Manager.	
Possible Outcomes	Attendance and punctuality and / or behaviour improve, no further action unless starts to drop again.	Attendance and punctuality improve, no further action unless starts to drop again.	No disciplinary action taken. Stage 2 warning and action plan issued with appropriate SMART	

	Absences and lateness and / or failure to meet expectations continue, moves to Stage 3. Referral to Behaviour & Intervention or Fitness to Study process.	Absences and lateness continue, moves to Stage 3. Referral to Behaviour & Intervention or Fitness to Study process.	targets to be completed within 2/3 weeks. Other sanctions appropriate to the incident (e.g. apologies to anyone involved, replacement of damaged equipment). Lower level sanction confirmed (e.g. stage 1). Note: students should be reminded of the consequences of further misconduct or failure to improve. This stage can be repeated once if appropriate but then escalation to stage 3 is required.	
Stage 3	Attendance & Expectations Intervention: First six weeks	Attendance Intervention	Behaviour & Intervention	Fitness to Study
Reason or cause	Student has further absences with no reason and attendance continues to fall and is likely to be below 80%. Student is still not meeting expectations as described in Stage 2. Has 2 or more 'cause for concerns' recorded on ProMonitor in the 2 week period. NOTE: this is ALL / ANY elements of the study programme or apprenticeship, including main qualification, English, Maths, digital skills and PS&C.	Student has further absences with no good reason from any sessions in a 2 week period. Student late to 2 or more sessions in a 2 week period without good reason. Attendance falls below 70% NOTE: this is ALL / ANY elements of the study programme, including main qualification, English, Maths, digital skills and PS&C.	Failure to achieve a stage 2 action plan in a timely manner – including ongoing lack of commitment to study. Breaches of the Code of Conduct or College rules e.g. incapacity under the influence of alcohol, illegal drugs or solvents, deliberate damage to property, refusal to follow staff instructions, inappropriate use of technology. See policy for full list of examples.	Level 2 (Medium Risk): No improvement seen from Level 1 actions. Escalation of need e.g. challenging behaviours, refusal to access or engage with support, further disengagement from studies, exhibiting behaviour of significant concern. See policy for full list of examples.
Timeline	1 week – 3/10/25 (5 weeks cumulative)	Up to 2 weeks (8 weeks cumulative)	Any time during year. Linked to failure to meet SMART targets or actions set at Stage 2.	Level 2 is applied if the situation immediately dictates a medium level risk response; or the situation being monitored 'locally' in Level 1 does not show improvement over a reasonable time period

<p>Conditions / Actions</p>	<p>Ensure any appropriate support mechanisms are in place. Contact with Parent / carer / employer to discuss. Students reminded that failure to improve attendance or to meet behaviour expectations is likely to lead to them being withdrawn from their programme. SMART target set to improve attendance. SMART target set to improve punctuality. SMART target(s) set to improve behaviour.</p>	<p>Ensure any appropriate support mechanisms are in place. Contact with Parent / carer / employer to discuss. Students reminded that failure to improve attendance is likely to lead to them not being able to progress and may result in withdrawal from their course. SMART target set to improve attendance. SMART target set to improve punctuality.</p>	<p>Report prepared for reasons for stage 3 by Curriculum Manager/ Apprentice Delivery Manager/ investigating officer, presented to Assistant Principal / Director of Work Based Learning. Panel meeting held by AP / Director of Work Based Learning. Parents / carers / employers will be informed / invited to meeting. SAVS practitioner and Designated Person for Looked After Children informed. SMART target(s) set for improvement. Review meeting held 2/3 weeks after initial meeting.</p>	<p>Level 2 Intervention meeting. Parent / carer / employer informed / invited.</p>
<p>Responsibility</p>	<p>Curriculum Manager meets with student, parents / carers / employer invited. SAVS practitioner and Designated Person for Looked After Children informed as appropriate. Attendance and punctuality and / or behaviour followed up by teacher and academic coach, progress recorded on ProMonitor comments. Curriculum Manager carries out desk-based review of attendance and punctuality and / or behaviour at the end of the 1 week period to confirm next steps.</p>	<p>Curriculum Manager meets with student, parents / carers invited. SAVS practitioner and Designated Person for Looked After Children informed as appropriate. Attendance and punctuality followed up by teacher and academic coach, progress recorded on ProMonitor comments. Curriculum Manager carries out desk-based review of attendance and punctuality at the end of the 2 week period to confirm next steps.</p>	<p>Curriculum Manager / Apprentice Delivery Manager referral to Assistant Principal. Assistant Principal / Director of Work Based Learning.</p>	<p>Curriculum Manager, Assistant Principal. SAVS practitioner and Designated Person for Looked After Children informed / invited.</p>
<p>Possible Outcomes</p>	<p>Attendance and punctuality and / or behaviour improve, no further action unless starts to drop again. Absences and lateness and / or failure to meet expectations continue, moves to Stage 4.</p>	<p>Attendance and punctuality improve, no further action unless starts to drop again. Absences and lateness continue, moves to Stage 4.</p>	<p>No disciplinary action taken. Stage 3 warning and action plan issued with appropriate SMART targets to be completed within 2/3 weeks. Lower level sanction confirmed.</p>	<p>Advice/guidance/signposting. Discussed, agreed & documented actions. Suspension of studies / break in learning agreed with clear actions for return.</p>

	Referral to Behaviour & Intervention or Fitness to Study process.		Recommendation for stage 4 meeting. Other sanctions appropriate to the incident. Note: students should be reminded of the consequences of further misconduct or failure to improve.	Agreed date for review meeting (to consider whether further action plan or escalation to level 3 required) Record of discussion kept & circulated. Further action through the Attendance Intervention and / or Behaviour & Intervention policies.
Stage 4	Attendance & Expectations Intervention: First six weeks	Attendance Intervention	Behaviour & Intervention	Fitness to Study
Reason or cause	Student has further absences with no reason and attendance continues to fall and is likely to be below 80% Student is still not meeting expectations as described in Stage 3. Has 2 or more 'cause for concerns' recorded on ProMonitor in the 1 week period. NOTE: this is ALL / ANY elements of the study programme or apprenticeship, including main qualification, English, Maths, digital skills and PS&C.	Student has further absences with no reason from any sessions in a 2 week period. Student late to 2 or more sessions in a 2 week period without good reason. Attendance falls below 75% NOTE: this is ALL / ANY elements of the study programme, including main qualification, English, Maths, digital skills and PS&C.	Failure to achieve a stage 3 action plan in a timely manner – including ongoing lack of commitment to study. Serious breaches of the Code of Conduct or College rules e.g. physical or verbal assault, possession of any offensive weapon, all forms of harassment. See policy for full list of examples.	Level 3 (High Risk): Significant serious or persistent concern about a student's health, wellbeing and/or behaviour, safety and/or ability to study and cope at Northampton College. See policy for full list of examples.
Timeline	1 week – 10/10/25 (6 weeks cumulative)	Up to 2 weeks (10 weeks cumulative)	Any time during year. Linked to failure to meet SMART targets or actions set at Stage 3.	In most cases escalation to Level 3 will follow attempts to address concerns through Levels 1 and 2. However, in some cases it may be appropriate to proceed directly to Level 3.
Conditions / Actions	Stage 4 Disciplinary Meeting convened, chaired by Assistant Principal for the area. Parents / carers / employer invited with student. SAVS practitioner and Designated Person for Looked After Children informed as appropriate.	Ensure any appropriate support mechanisms are in place. Contact with Parent / carer to discuss. Students reminded that failure to improve attendance is likely to result in withdrawal from their course.	Report prepared for reasons for stage 4 by Assistant Principal / Director of Work Based Learning, presented to a member of the Executive Team. Meeting held by assigned member of EMT. Parents / carers / employers will be informed / invited to meeting.	Case conference to agree appropriate actions: Convened and chaired by an Assistant Principal or a Member of The Executive Team (or appropriate nominee). Includes curriculum representation e.g. CM.

		<p>SMART target set to improve attendance.</p> <p>SMART target set to improve punctuality.</p>	<p>SAVS practitioner and Designated Person for Looked After Children informed.</p> <p>SMART target(s) set for improvement.</p> <p>Review meeting held 2/3 weeks after initial meeting.</p>	<p>SAVS practitioner and Designated Person for Looked After Children informed / invited.</p> <p>Parent / carer / employer informed / invited.</p> <p>Considers various options in discussion with the student, including additional support strategies, reasonable adjustments, exclusion, suspension or withdrawal on the grounds of ill health.</p>
Responsibility	<p>Withdrawal from programme agreed - signed off by an appropriate member of EMT.</p> <p>If agreed that can continue on programme:</p> <p>SMART target set to improve attendance.</p> <p>SMART target set to improve punctuality.</p> <p>SMART target(s) set to improve behaviour.</p> <p>Assistant Principal undertakes desk based review of attendance 2 weeks and 4 weeks after stage 4 meeting.</p>	<p>Assistant Principal meets with student, parents / carers invited.</p> <p>SAVS practitioner and Designated Person for Looked After Children informed as appropriate.</p> <p>Attendance and punctuality followed up by teacher and academic coach, progress recorded on ProMonitor comments.</p> <p>Assistant Principal carries out desk-based review of attendance and punctuality at the end of the 2 week period to confirm next steps. If no improvement, refers to EMT for withdrawal from programme.</p>	<p>Assistant Principal / Director of Work Based Learning referral to the Executive Team.</p> <p>Executive Office on behalf of EMT – supported by the Quality Team.</p>	<p>Request to convene a panel by Curriculum Manager / Apprentice Delivery Manager.</p> <p>Assistant Principal / EMT member convenes panel.</p>
Possible Outcomes	<p>Withdrawal from programme.</p> <p>If continuing on programme:</p> <p>Attendance and punctuality and / or behaviour improve, no further action unless starts to drop again.</p> <p>Attendance and punctuality and / or behaviour do not improve or continues to fall and there are no justifiable reasons – withdrawal from programme.</p>	<p>Attendance and punctuality improve, no further action unless starts to drop again.</p> <p>If no improvement and / or further decline, referred to EMT for withdrawal from programme.</p>	<p>No disciplinary action taken.</p> <p>Stage 4 warning and action plan issued with appropriate SMART targets to be completed within 2/3 weeks.</p> <p>Lower level sanction confirmed.</p> <p>Other sanctions appropriate to the incident.</p> <p>Exclusion.</p>	<p>Report including agreed actions & details of the appeals process.</p> <p>Possible suspension or withdrawal.</p> <p>Further action through the Attendance Intervention and / or Behaviour & Intervention policies.</p>

			Note: students should be reminded of the consequences of further misconduct or failure to improve.	
Appeal	Attendance & Expectations Intervention: First six weeks	Attendance Intervention	Behaviour & Intervention	Fitness to Study
Appeal	For Formal Stage 4 Submitted to the Principal within 5 working days of receipt of outcome.	For Formal stages 1,2, 3 and 4 Submitted within 5 working days of receipt of outcome. Stages 1,2,3 – submitted to the Quality Office Stage 4 – submitted to the Principal	For Formal stages 1,2, 3 and 4 Submitted within 5 working days of receipt of outcome. Stages 1,2,3 – submitted to the Quality Office Stage 4 – submitted to the Principal	Request for Independent Review of decisions. In writing to the Executive Office within 10 working days of receipt of written outcomes from Level 2 or Level 3 meetings.

Appendix 2: Guidance for the formal investigation of serious incidents that could lead to stage 3 or stage 4 disciplinary action being taken against a student.

Investigations should always be carried out by a member of the College Management Team (CMT). For potential stage 3 action this will usually be the Curriculum Manager / Apprentice Delivery manager of the area to which the student belongs unless they are directly connected to the cause for the request for the disciplinary action. For potential stage 4 action this will usually be the Assistant Principal of the school to which the student belongs unless they are directly connected to the cause for the request for the disciplinary action. If it is not appropriate for the Curriculum Manager / Apprentice Delivery Manager (stage 3) or Assistant Principal of the School / Director of Work Based Learning (stage 4) to carry out the investigation, the Assistant Principal for Teaching, Learning and Quality will appoint an investigating officer. In the absence of the Assistant Principal for Teaching, Learning and Quality a member of the EMT will assume this role. Note that for students with an EHCP, their SAVS practitioner should be kept informed at all times. Note that for a student known to be a looked after child, the Designated Person for Looked After Children should be kept informed at all times.

The procedures for carrying out an investigation are as follows:

- The investigating officer will be provided with a preliminary statement of the facts leading to the call for investigation as soon as is reasonably practicable.
- The investigating officer will be provided with names, addresses and contact details of the student(s) and any other relevant parties involved at the same time. Parents / carers of under 18 students should be made aware of the reasons for the investigation as should employers of apprentices and any appropriate support workers.
- If appropriate (e.g. in the case of serious incident) the investigating officer will agree terms of reference for investigation with the Assistant Principal Teaching, Learning and Quality.
- The investigating officer will arrange appointments with the person(s) involved within 5 working days of receiving the above information although this should be sooner wherever practicable. Written statements of any interviews should be made and stored on ProMonitor; these should be agreed by the parties present. It is not appropriate for any such interview to be recorded.
- Note that at all stages of the process, the student(s) will be advised of their right to have representation/ advocacy at any meeting.
- A written report should be sent to the organiser of the disciplinary meeting (generally Assistant Principal for stage 3 and Executive Office for stage 4) to confirm that a disciplinary meeting will take place. This report should include a summary of investigation activity undertaken along with appropriate evidence e.g. attendance records, incident reports etc. Note that it is not in the remit of the investigating officer to offer an opinion or recommendation regarding the outcome of any disciplinary action that may follow, that responsibility lies with the manager responsible for the disciplinary hearing. It is the investigating officer's responsibility to state what, on the balance of probabilities, actually happened and who was responsible.
- The recommended timescale for the completion of the process is 10 working days from the date of incident or cause for disciplinary action although this should be sooner wherever practicable.
- Investigating officers should retain their notes of any meetings as per the Data Retention Guidelines (currently current academic year plus six years).

Appendix 3: The rules of natural justice

The following are guidelines of natural justice. If a member of staff is in any doubt as to the procedure, he/she is proposing to adopt he/she should take advice from the Assistant Principal of Student Services. The rules of natural justice consist of the following elements:

- The right to a fair hearing; and
- The rule against bias

The Right to a Fair Hearing

The right to a fair hearing requires that individuals shall not be penalised by a decision affecting their rights or legitimate expectations unless they have been given prior notice of the case against them, a fair opportunity to answer it and the opportunity to present their own case.

Each individual must have the opportunity to present their version of the facts and to make submissions on the relevant principles of the Code of Conduct and the allegations against them.

The right to a fair hearing involves the following:

Prior notice of the hearing

Natural justice generally requires that the person charged should be given adequate notice of the allegations against them and of the procedure for determining the alleged breaches of the Code of Conduct so that they may be in a position to make representations on their own behalf, to appear at the hearing, to effectively prepare their own case and to answer the case against them.

The time and location of the hearing must be notified to the person charged.

The opportunity to be heard

The person charged has a right to attend the hearing and be allowed to present their case.

The conduct of the hearing

The conduct of the hearing is a matter to be determined by the member of staff responsible for the conduct of the hearing. The overriding objective that should be borne in mind when deciding how the hearing should be conducted is that the person charged has a proper opportunity to consider, challenge or contradict any evidence, is fully aware of the nature of the allegations against them and has a proper opportunity to present their own case.

The right to representation

The person who is the subject of the hearing has an absolute right to be accompanied by a person of their choosing at all stages of the process. (Legal representation is not appropriate and is not permitted.)

Students under the age of 18 will normally be accompanied to a disciplinary interview or meeting by a parent or person with parental responsibility. Students over the age of 18 are entitled to be accompanied at a meeting by another member of the student body (who is not themselves involved) at any disciplinary interview or meeting. Any student aged under 18 whose parent or person with parental responsibility has confirmed to the College that they will not be attending may instead be accompanied by a representative from Student Services if appropriate

The decision and the reasons for it

The member of staff responsible for the decision should give reasons for the decision and the sanctions being imposed.

The rule against bias

The two main aspects of this rule are that a person adjudicating on a dispute must have no pecuniary or proprietary interest in the outcome of the proceedings and must not reasonably be suspected, or show a real likelihood, of bias.

At all times, the member of staff responsible for conducting the hearing must be able to show that, having instigated the investigation, they have conducted a full enquiry into the circumstances involved before making their decision as to whether a breach of the Code of Conduct has occurred and, if so, what sanction should be imposed.

There should be no suggestion in the conduct of the hearing that prior to its commencement the member of staff has irrevocably decided the outcome.

Appendix 4: Student Behaviour Policy and Procedure 2025/26: Guidance for Recording Meetings

Introduction

All stages of disciplinary action should be recorded in ProMonitor, starting with informal cause for concerns being recorded using 'Student Comments,' through to all stages of Disciplinary Meetings recorded as 'Student Meetings.'

Informal

- Logged on ProMonitor using:
 - o Appropriate comment type e.g., behaviour, punctuality, attendance
 - o Comment reason – 'Cause for Concern'
 - o SMART targets set as appropriate

Stage 1: Support and Intervention

- NOTE: if under 18 and student has not withdrawn permission, parents/carers should be notified of any meetings and outcomes.
- NOTE: For students with an EHCP, their SAVS practitioner should be kept informed at all times.
- NOTE: For a student known to be a looked after child, the Designated Person for Looked After Children should be kept informed at all times.
- NOTE: if an apprentice, a copy of actions will be provided to the employer.

- Formal meeting recorded on ProMonitor using:
 - o Meeting category – 'Support and Intervention'
 - o Meeting type – 'Support'
 - o Reason for Meeting – 'Stage 1'
 - o In the meeting notes, include:
 - Meeting attendees
 - General notes
 - The outcome of the meeting e.g., support mechanisms agreed. Include details of the consequences of further misconduct or poor academic performance.
 - Actions required e.g. around attendance, punctuality, completion of work, behaviour
 - SMART targets with a review date of around 2 or 3 weeks
 - o Around 20 working days after the initial meeting – set a review meeting up in ProMonitor. Outcomes to be recorded at meeting.

Stage 2

- NOTE: if under 18 and student has not withdrawn permission, parents/carers should be notified of any meetings and outcomes.
- NOTE: For students with an EHCP, their SAVS practitioner should be kept informed at all times.
- NOTE: For a student known to be a looked after child, the Designated Person for Looked After Children should be kept informed at all times.
- NOTE: if an apprentice, a copy of actions will be provided to the employer.

- Formal meeting recorded on ProMonitor using:
 - o Meeting category – 'Disciplinary'
 - o Meeting type – 'Disciplinary'

- Reason for Meeting – ‘Stage 2’
- In the meeting notes, include:
 - Meeting attendees
 - General notes
 - The outcome of the meeting e.g. Stage 2 warning issued, lower level sanction issued, no action taken. Include details of the consequences of further misconduct or poor academic performance.
 - Actions required e.g. around attendance, punctuality, completion of work, behaviour
 - SMART targets with a review date of around 2 or 3 weeks
- Around 20 working days after the initial meeting – set a review meeting up in ProMonitor. Outcomes to be recorded at meeting.

Stage 3

- Terms of investigation should be agreed with the Assistant Principal Teaching, Learning & Quality
- A report will be prepared by the Curriculum Manager / Apprentice Delivery Manager or investigating officer. The final report should be agreed with the Assistant Principal for Teaching, Learning and Assessment before presentation to the disciplinary meeting.
- The report will then be presented to the appropriate Assistant Principal / Director of Work Based Learning.

- NOTE: if under 18 and student has not withdrawn permission, parents/carers should be notified of any meetings and outcomes.
- NOTE: For students with an EHCP, their SAVS practitioner should be kept informed at all times.
- NOTE: For a student known to be a looked after child, the Designated Person for Looked After Children should be kept informed at all times.
- NOTE: if an apprentice, a copy of actions will be provided to the employer.

- Formal meeting recorded on ProMonitor using:
 - Meeting category – ‘Disciplinary’
 - Meeting type – ‘Disciplinary’
 - Reason for Meeting – ‘Stage 3’
 - In the meeting notes, include:
 - Meeting attendees
 - General notes
 - The outcome of the meeting e.g. Stage 3 warning issued, lower-level sanction issued, recommendation for stage 4 hearing, no action taken. Include details of the consequences of further misconduct or poor academic performance.
 - Actions required e.g. around attendance, punctuality, completion of work, behaviour
 - SMART targets with a review date of around 2 or 3 weeks
 - Around 20 working days after the initial meeting – set a review meeting up in ProMonitor. Outcomes to be recorded at meeting.

Stage 4

- Terms of investigation should be agreed with the Assistant Principal Teaching, Learning & Quality
- Assistant Principal for School / Director of Work Based Learning prepares the report including appropriate statements (signed and dated) and evidence and submits to the Executive Office and the Assistant Principal Teaching, Learning & Quality for sign off.
- Executive Office arranges the meeting (led by member of EMT)

- NOTE: if under 18 and student has not withdrawn permission, parents/carers should be notified of any meetings and outcomes.
- NOTE: For students with an EHCP, their SAVS practitioner should be kept informed at all times.
- NOTE: For a student known to be a looked after child, the Designated Person for Looked After Children should be kept informed at all times.
- NOTE: if an apprentice, a copy of actions will be provided to the employer.

- Formal meeting recorded on ProMonitor using:
 - o Meeting category – ‘Disciplinary’
 - o Meeting type – ‘Disciplinary’
 - o Reason for Meeting – ‘Stage 4’
 - o In the meeting notes, include:
 - Meeting attendees
 - General notes
 - The outcome of the meeting e.g. exclusion of the student, lower-level sanction issued 4 weeks by Assistant Principal or Curriculum Manager, no action taken. Include details of the consequences of further misconduct or poor academic performance.
 - Actions required linked to the outcome
 - SMART targets with a review date of around 2 or 3 weeks
 - o A formal letter detailing the outcome will be sent from the Executive Office.
 - o Around 20 working days after the initial meeting or as set as a meeting outcome, a review meeting should be set up in ProMonitor. Outcomes to be recorded at meeting.

Appeal

- Stages 1,2,3: Submitted to the Quality Office
 - o Stages 1,2 – heard by Assistant Principal for the area of study / Director of Work Based Learning
 - o Stage 3 – heard by the Assistant Principal TLQ
- Stage 4 including exclusion: Submitted to the Principal

- When an appeal is received, a student meeting should be set up in ProMonitor:
 - o Meeting category – ‘Disciplinary’
 - o Meeting type – ‘Disciplinary’
 - o Reason for Meeting – ‘Appeal’
- Details of the appeal hearing will be recorded in this meeting, including:
 - o Meeting attendees
 - o General notes
 - o The outcome of the meeting e.g. appeal upheld, sanctions remain. Include details of the consequences of further misconduct or poor academic performance.
 - o Actions required linked to the outcome
 - o If appropriate, SMART targets with a review date of around 2 or 3 weeks

- A formal letter detailing the outcome will be sent from the person hearing the appeal.

Appendix 5: Fitness to Study Policy and Procedure 2025-26

1. INTRODUCTION

Northampton College is committed to supporting students and fully recognises the importance of a student's health and wellbeing in relation to their academic progress as well as the quality of the wider student experience.

This document outlines the policy, procedure and support available to both students and staff when a student's health and wellbeing is having a detrimental impact on their (or other members of the College Community's) ability to:

- study (i.e. they are no longer able to carry out essential tasks and/or activities required by their course/study programme);
- independently (or with a reasonable and appropriate level of support/adjustment) remain safe and/or healthy;
- carry out the functions of their role (e.g. in the case of teaching staff – the level of impact of one individual impacts disproportionately and unfairly on the ability to teach a whole cohort of students).

It should also be used where the student's behaviour (as a result of their health) is, or is at risk of, negatively affecting the:

- teaching, learning and/or experience of other students;
- day to day activities of Northampton College and/or a placement provider.

It is not intended to give guidance on wider matters relating to students with health (mental and/or physical) needs but instead to ensure a consistent, sensitive and fair approach to managing specific situations which arise and become problematic within their period of studies at Northampton College,

This policy and procedure has not been designed to replace other policies, such as the Enrolment Policy, and Student Behaviour and Intervention Policy. The most appropriate policy will be used for individual cases but in some instances, where student behaviour or risk is a significant factor, the College may choose to initiate another process either alongside or in place of the Fitness to Study Policy & Procedure.

Students on Higher Education programmes will, in addition to Northampton College procedures, be subject to principles and procedures applied by the Office for Students.

2. POLICY

2.1 Purpose & Scope

This policy aims to ensure that all students are treated fairly and sensitively to protect the interests of the student and balance them with the needs of other students and staff, ensuring that Northampton College continues to provide an appropriate and supportive environment for all.

The purpose of this policy is to:

- support students and staff in managing scenarios and incidents that cause significant concern and that require an appropriate level of intervention;

- provide a non-judgemental, consistent, sensitive and co-ordinated approach to the management of a situation where it is apparent that a student's mental and/or physical condition may prevent them from gaining benefit from educational and social provision at a particular time; and/or is adversely affecting the student experience or that of others; and/or has extended beyond the pastoral support that exists within the College;
- enable staff to identify the boundaries of the support which can be provided internally and the appropriateness of referring the student onto other agencies;
- identify and implement reasonable adjustments (where appropriate);
- ensure appropriate support for students affected by, or involved in, the interaction with other students in the aforementioned circumstances;
- safeguard and promote the welfare of students affected by serious or long-term conditions and to minimise disruption to the teaching, learning and support of other students;
- ensure students who are experiencing difficulties in relation to their health, wellbeing and/or disability are supported to address their difficulties at the earliest appropriate point;
- ensure students are supported to study to the best of their ability, and wherever possible to meet the required learning outcomes and complete their course;
- ensure students are able to make informed decisions regarding their available options;
- consider the lawful application of temporary suspension or permanent exclusion and the justification for such an action.

It should be noted that it is not appropriate to use this Policy or Procedure for:

- Unforeseen events or medical conditions of a limited duration;
- Situations where the students may be better advised to suspend their studies;
- Meetings with academic staff as part of the course, where renegotiation can take place on short term adjustments to the study and assessment schedule.

2.2 Data Protection & Confidentiality

Northampton College staff are governed by the requirements of the General Data Protection Regulation May 2018. Under these, all data relating to a person's physical or mental health is regarded as sensitive, personal data.

In all cases where, in the member of staff's judgement, it would be in the student's best interest to disclose sensitive information (e.g. so that appropriate support may be considered) the student's explicit written consent should be obtained where possible. Once written consent has been obtained, it is the responsibility of the individual relaying the information to ensure that it is done under the terms agreed and that colleagues with whom the information is being shared are aware of the limitations of its use

At the time of the student giving the College the explicit written consent, the College must inform the student about who the information will be shared with, what it will be used for and their rights to object.

In the majority of cases if a student chooses not to consent, this decision should be respected. In this scenario, the implications of non-disclosure in terms of additional support should be made clear. However, there are rare occasions when the student's consent is withheld, or it is impracticable to try to obtain it, when confidentiality may be broken. These include:

- When the student's mental health has deteriorated to the extent of threatening their personal safety or that of others.
- When the student is at risk of serious abuse, violence, radicalisation or sexual exploitation.
- When the student's behaviour is adversely affecting the rights and safety of others;
- Where the College or a member of staff would be liable to civil or criminal procedure if the information was not disclosed (e.g. If a crime had been committed);
- Where the student is under the age of 18 or would be considered an adult with care and/or support needs (see Northampton College Child Protection & Safeguarding Policy).

2.3 Support

At all stages of this policy / procedure, for students with an EHCP, their SAVS practitioner will be kept informed at all times. Where any student who is known to be a looked after child is subject to the policy, the Designated Person for Looked After Children will be informed prior to any meetings taking place. The parents (or person/s with parental responsibility) and / or support workers of under 18-year-old students (up to age 25 for students with an EHCP with the consent of the student), unless prevented by safeguarding issues will be informed of meetings and of any outcomes arising as a result

During all stages of the procedure, students may seek support and be accompanied to meetings by a member of their medical/mental health support team, Northampton College staff (e.g. from one of the support teams), or a parent/carer. The role of the individual accompanying a student is not to offer formal representation, but to offer support and advice to the student concerned.

When appropriate, the Safeguarding, School of Academic and Vocational Support, and Human Resources teams will offer support to students and staff affected by an incident or ongoing situation.

Appropriate advice, guidance and support should be made available to students at all stages of the implementation of the Procedure. The support should respond to an individual's needs and circumstances. This list is not exhaustive but gives some examples of what may be considered – welfare/pastoral support (in academic areas or through central support services), counselling, signposting to external agencies/partners (including mental/medical health professionals), additional academic and/or additional non-academic support (e.g. careers, study skills, learning support, financial).

2.4 Request for an Independent Review

Providing the student has sound grounds to do so (e.g. they believe an unjust decision was made based on a procedural or other irregularity; the outcome is believed to be too severe or disproportionate; there is new evidence that should be considered – in which case this must be submitted with the request) they may request an independent review of their case and of a decision made under the Fitness to Study Policy by following the procedure outlined in Section 4.

2.5 The Procedure

The Policy's Procedure has three main levels. Selection of what level should be used in the first instance is based on the degree of concern and/or the perceived seriousness of the situation.

See Appendix 1 for a summary of the levels, details of staff involved and possible outcomes and Appendix 4 for a procedural flow chart.

	Level of Concern	Level of Risk	Level of Response Required
Level 1	Initial Concerns	Low	Not requiring any immediate additional professional interventions
Level 2	Ongoing and/or further concerns	Medium	May imply a need for appropriate interventions from one or more Northampton College or external support services
Level 3	Serious, persistent and/or critical concerns	High	Immediate intervention (as appropriate)

The initial assessment of risk level would normally be completed by the Academic/Curriculum Area (in consultation with Northampton College Safeguarding and School of Academic and Vocational Support teams, as and when appropriate, but particularly for medium/high risks concerns).

The procedure can be entered at any level and appropriate staff should provide support/advice and guidance at any stage; however, in the majority of cases Levels 1 and 2 should be used before escalation to Level 3. If the concerns are not remedied by the appropriate actions at one level, then the next level may be instigated. If a student presents with significant concerns and is escalated directly to Level 3, this should happen in discussion with the Assistant Principal Student Services and with the agreement of an Assistant Principal and / Curriculum Manager (or appropriate nominees when these are not available).

Reasonable adjustments to this procedure can be made, when considered appropriate, for students with additional needs or to allow for other factors that would otherwise place a student at a disadvantage. If the College and student agree, any meetings may be held by telephone conferencing or other appropriate means.

Where a panel meets to review an individual student's set of circumstances, it is a panel decision as to the appropriate action to be taken, rather than any one individual. Although when a consensus decision cannot be reached, a member of the Executive Management Team (EMT), taking account of all the discussion and evidence discussed, will make the final decision.

The College reserves the right to withdraw a student from a study programme where concerns are identified about their fitness to study at stage 4 of its Behaviour and Intervention policy. This right can only be exercised by a member of EMT and will only be invoked in cases where it is believed the Behaviour and Intervention policy being implemented could be at detriment to a student's wellbeing. Retaining this right enables the student to engage with the college at a later date without the restriction of and formal exclusion.

2.6 Level 1 - Initial Concerns (Low Risk)

Level 1 is appropriate in situations where a student's behaviour or wellbeing causes a concern but does not present an immediate crisis (e.g. a noticeable deterioration in health, appearance, attitude, behaviour impacting on attendance, ability to meet deadlines, and/or participate in student activities

Level 1 concerns would normally be handled 'locally'. This would be through the academic coach/personal tutors/tutors that exist within the programme/curriculum areas; For apprentices this would be assessors with concerns raised with Team Leaders. Additionally, the student may be supported by a member of staff that holds a responsibility for pastoral support within areas (where this exists) and/or by central support services (as appropriate). Where the concerns relating to mental and/or physical health are having an ongoing detrimental effect on that individual or others within the College, or the position is deteriorating, there is likely to be a need to refer onto specialist services (internal and external).

When the situation is handled 'locally', the area should firstly:

- Collate any other relevant information about the student (e.g. non-attendance, missed deadlines);
- Clarify what action has been taken so far, and whether anyone has discussed these concerns/issues with the student previously.

Concerns should be discussed with the student at an appropriate time and in an appropriate manner. This could be as part of a pre-booked tutorial or a specifically arranged meeting (which take place at an appropriate and agreed time and location). The following points should be considered and included (see Appendix 3) as appropriate:

- Parents/carers should be invited where a student is under 18 (and for over 18s with consent) when the level and/or nature of concern is such that parent/carer involvement would be deemed appropriate.
- For apprentices, employers should be involved for all students (unless it is judged their involvement may be detrimental to their employment prospects or wellbeing.) If under 18, parents/carers should be included as above.
- For students with an EHCP, their SAVS practitioner should be kept informed at all times.
- Where any student who is known to be a looked after child is subject to the policy, the Designated Person for Looked After Children will be informed prior to any meetings taking place.
- Identify and explain the concern(s) being raised, giving clear, accurate examples.
- Provide an opportunity for the student to give their perspective of what is happening and what they feel they need.
- Clarify relevant Northampton College boundaries and rules that the student needs to be aware of.
- Highlight any other policies or procedures within the college that the student should be aware of.
- Clarify the student's personal responsibility, e.g. behaviours/standards expected.
- Consider what would be helpful and make the difference to the student in order to support him/her and to minimise further concerns.
- Signpost or refer the student to any relevant Northampton College Support Services that he/she may benefit from (e.g. support from the Student Services, School of Academic and Vocational Support, and/or Safeguarding teams).
- Signpost the student to available self-help services
- Advise the student to seek professional help via their GP (if appropriate).
- Clarify agreed actions and options to support the student and minimise the concern (e.g. extended deadlines, accessing Support Services, submission of Extenuating/Special Circumstances).
- When appropriate, agree areas where risk assessments may need to be undertaken.

- Agree a date to meet again to review the situation and who needs to attend. The length of time between the meeting and the review should be agreed by all present, taking into account relevant academic and personal factors. Expectations for progress and what actions should have been taken by this agreed date need to be made clear.

Explain that a continuation of the same or any additional concerns could result in escalation to Stage 2 of this procedure.

A written record of the meeting should be made, circulated to all present and retained in an appropriate format and secure location (with appropriately controlled access).

A review meeting should be arranged with the student at least 2 weeks after the initial meeting. This review meeting should address the following points:

- Review how the student has been since the first meeting;
- Explanation/exploration of any further concerns arising;
- Exploration of further/ongoing support required;
- Agreement of any further action. If the concern has been resolved no further action may be necessary. If concerns continue or have increased, escalation to Stage 2 should be considered.

2.7 Level 2 – Ongoing and/or Further Concerns (Medium Risk)

Level 2 should be applied if the situation immediately dictates a medium level risk response; or the situation being monitored 'locally' in Level 1 does not show improvement over a reasonable time period (as agreed within the Stage 1 meeting) and/or escalates in anyway, such as:

- complaints from other students regarding behaviour;
- a student refuses to access support/engage with the actions previously agreed;
- and/or the situation is not improving or worse still deteriorating (e.g. further disengagement from studies, exhibiting behaviour that is causing significant concern)

An appropriate member of curriculum/programme area staff (such as the Assistant Principal /Curriculum Manager) and (where relevant) an appropriate member of specialist/support staff (e.g. Safeguarding, School of Vocational Support, Designated Person for Looked After Children) should meet the student and parents/carers (when appropriate).

The student (and parents/carers, when appropriate, employer for apprentices) should be informed of the meeting (see Appendix 2) and provided with the following information:

- Details of the purpose of the meeting;
- A copy of the Fitness to Study Policy & Procedure;
- Whether the student needs to provide any specific documents (e.g. professional/medical evidence);
- Who will attend the meeting;
- An explanation that the meeting will be confidential and that personal information relating to the health of the student will only be shared with those who have a direct involvement in the meeting initially;
- Explanation that the student can be accompanied by someone in a supportive capacity (see Section 2.3).

The meeting should address the following points (see Appendix 3):

- The purpose of the meeting and explanation of the ongoing concern;
- The student should be given the opportunity to explain their perspective on the issues raised;
- Clarify relevant Northampton College boundaries and regulations;
- Clarify the student's responsibility at the College;
- Consider what would be helpful or make the difference to the student in relation to his/her support in order to minimise the concerns;
- Signpost or refer the student to any relevant specialist services/agencies (see Section 2.3);
- Discuss options available (which could include extensions, alternative study arrangements, interruption, part time study, withdrawing potentially with an exit award);
- Agree appropriate SMART actions;
- Clarify the consequences of failing to complete the agreed actions, and/or a continuation of the cause for concern;
- Agree any interim monitoring or measures;
- Agree a date to meet again to review.

As with a Level 1 intervention, a written record of the meeting should be made, circulated to all present and retained in an appropriate format and secure location (with appropriately controlled access).

A review meeting should be arranged with the student at least 2 weeks after the initial meeting. This review meeting should address the following:

- Review of how the student has been since the Stage 2 meeting;
- Review of whether agreed actions have been undertaken;
- Explanation/exploration of any further concerns arising;
- Consideration of new or on-going relevant mitigating evidence;
- Exploration of further /on-going support/adjustments that may be necessary;
- Agreement of whether a further action plan is necessary. If the concern has been resolved no further action will be necessary. If concerns continue or have increased a further action plan may be put in place, or a Level 3 meeting may be suggested;
- Produce/ review/update of any risk assessments that may already be in place.

In cases where the student is invited but fails to attend the Level 2 meeting (without providing adequate reason and/or notice), the situation should be discussed in the student's absence with all staff members involved in the procedure and a report of the discussion and concerns raised should be made. If there are straightforward options about how to proceed; agreed expectations, support options and plans should be communicated in writing to the student within 5 working days. If the situation is more complex or unclear, steps should be taken to escalate to a Level 3 meeting.

In cases where suspension from studies' is proposed as an appropriate action, there must be a clear action plan agreed for a return to study to be considered, and responsibilities for arranging meetings and obtaining evidence and documentation must be confirmed and included in the meeting notes. When appropriate, Northampton College will seek legal advice.

A decision may be made to follow other related policies (such as the Student Behaviour and Intervention Policy) or to proceed urgently to a Level 3 intervention. A clear decision-making process should be followed to ensure the student is treated fairly and independently under the most relevant policy.

2.8 Level 3 – Serious, Persistent and/or Critical Concerns (High Risk)

Level 3 of the procedure is used where there is significant serious or persistent concern about a student's health, wellbeing and/or behaviour, safety and/or ability to study and cope at Northampton College. In most cases escalation to this stage will follow attempts to address concerns through Levels 1 and 2. However, in some cases it may be appropriate to proceed directly to Level 3, for example:

- Where health, wellbeing and ability to study is seriously compromised;
- Suicidal intentions and means;
- Persistent non-attendance due to ill health;
- When all other options to deal with the situations and policies have been explored locally and a wider Northampton College perspective is required;
- When a higher level of decision making and authority is required;
- Where there are serious concerns regarding risk to the health and safety of the student and/or where there is a perceived threat and risk to others;
- Where a student's health and wellbeing is having a significant and detrimental impact on their (or other members' of the Northampton College Community) ability to study independently and safely;
- Where it becomes apparent that an individual student's support needs are potentially beyond the confines of Northampton College;
- Where an individual student's health and wellbeing is having a significant and detrimental impact on other students' ability to study and/or ability to take part in wider aspects of student life;
- Where an individual student's health and wellbeing is having a significant and detrimental impact on a member of staff's ability to undertake the requirements of their role.

2.8.1 Level 3 Case Conferences

Level 3 intervention requires a case conference to discuss the individual case and agree appropriate action(s). It will:

- be convened and chaired by an Assistant Principal or a Member of The Executive Team (or appropriate nominee);
- include appropriate representation from the academic area (e.g. Curriculum Manager) the Assistant Principal Student Services (or appropriate nominee) School of Academic and Vocational Support (or appropriate nominee) and the Designated Person for Looked after Children where appropriate.
- involve parents/carers (in the case of adult students, when it is felt appropriate to do so with the student's prior consent); and for apprentices, the employer where appropriate.
- be convened within 5 working days from the decision to take this action;
- consider any mitigating or medical evidence that has not been previously considered under the earlier levels of the procedure;

- consider relevant information that should be requested from those who have provided support (internal specialists and external agencies) as appropriate;
- involve the student and provide the opportunity for them to bring someone to support them, as detailed in Section 2.3; the chair of the case conference should ensure that there is an appropriate person available to provide support if the student does not bring somebody with them.
- manage sensitive data and information discussed as outlined in Section 2.2 of this Policy & Procedure.

The student should be informed of the case conference and its purpose in a clear, written statement from the member of staff coordinating the meeting (see Appendices 2 and 3), at least 2 working days before the meeting, although wherever possible more notice should be given.

The student should be encouraged to prepare in advance for the meeting by obtaining any necessary documentation and reports and giving consent for disclosure of medical reports. The student may wish to write a short summary report for the meeting.

In preparation for the meeting, the key College departments may be invited to write a summary report of the present and past relevant/key issues. The contribution of representatives will be subject to data protection legislation and/or professional codes of confidentiality. This information will be sent to the Chair and may be circulated to people attending the meeting.

The case conference may consider various options in discussion with the student, including additional support strategies, reasonable adjustments, exclusion, suspension or withdrawal on the grounds of ill health.

A panel decision may be taken on whether the student should be required to take a leave of absence from their studies whilst appropriate means of addressing the situation are being considered.

Due care and consideration will be exercised in reaching this situation to avoid, as far as possible, the student being placed in a more vulnerable situation or a situation that increases the vulnerability of other students.

The agreed course of action will be communicated, in writing, by the Chair of the case conference within 5 working days. The manner of communication will be agreed with the student at the case conference so they are aware of the next steps.

In the event that the student chooses not to attend the meeting, the aspects outlined above should be considered in their absence and those present at the meeting will consider and agree the best course of action. In the case of apprentices, employers will be notified of the outcome where appropriate. If the process leads to withdrawal or suspension, employers will always be notified of the decision in writing within five working days.

2.8.2 Level 3 Interim Conferences

In rare emergency situations an immediate interim conference can be held to make decisions about the immediate wellbeing of a student.

This interim conference needs to be:

- chaired by an appropriate member of Northampton College staff (e.g. the Safeguarding & Wellbeing Manager, a Curriculum Manager or Assistant Principal, and involve other appropriate staff (e.g. SAVS Practitioner or Designated Person for Looked After Children) as the urgency of the situation allows and requires.

- flexible in its format so quick decisions and action can be taken to ensure a student is kept safe;
- formally recorded;
- followed up with a full case conference (as detailed above) within 5 working days of any decisions taken at the interim conference;
- able to put in place effective interim measures (e.g. temporary suspension, recommend hospital treatment, contact with next of kin etc.) to safeguard an individual or individuals
- in exceptional circumstances (but particularly in the case of under 18s or adults with care and/or support needs) make a decision to contact a next of kin without gaining the student's consent if the student is deemed to be at significant risk.

2.8.3 Post Level 3 Case Conferences

A report of the meeting and all agreed actions should be documented by the Chair of the case conference. A copy should be sent to the student and to all other attendees of the meeting no later than 5 working days after the meeting has taken place. The decisions taken must be clearly documented along with information regarding the student's right to formally request a review of this decision, as outlined in the Appeals section of this procedure.

In cases where suspension or withdrawal is the outcome, the meeting should consider and make clear to the student what is required to happen before they would be permitted to return to study and the estimated timeframe of the suspension/withdrawal.

Where the student's parent/carer is not able to be involved in the practical arrangements, the Student Services or Wellbeing teams will endeavour to assist. In some cases, it may be necessary to involve external agencies, such as the GP, Community Mental Health Teams, the police etc.

It is possible that a student may pose an extreme and immediate risk of harming themselves and/or others. In such circumstances, the appropriate emergency services should be called. This should be followed up by ensuring key staff are alerted. If a student indicates they have suicidal thoughts, it is during surgery opening hours and they consent to see a doctor, a member of the Safeguarding or Wellbeing teams will ring to request an emergency appointment. If urgent support is required out of hours staff will call 111 or 999 as appropriate.

3. RETURN TO STUDY

Following a period of absence from the College for recuperation or treatment, it may be appropriate for the student to resume studies. If this is the case, it will be necessary to ensure that the student is assisted by their curriculum area, with advice from the Safeguarding or Wellbeing teams.

Northampton College will require the student to produce appropriate confirmation of their health and ability to resume studying from an appropriate recognised medical or health professional who has sufficient knowledge of the health and wellbeing of the student during the period of interruption and the potential impact that returning to study might have. If a student suspended their studies due to psychiatric ill health, they will need a formal assessment by a psychiatrist before returning to study. In some cases (particularly in circumstances related to deteriorating physical health and medical conditions), Northampton College may also consider it necessary to have an independent occupational health assessment (which will be arranged and co-ordinated by the Wellbeing team in conjunction with Medigold).

The academic teams, working in partnership with support services, will conduct a review of the documentary evidence of the student’s mental and/or physical wellbeing and contextualise it within the demands of the course/programme of study. A joint decision should be made as to whether, and/or on what basis an individual can return to study.

Northampton College support teams (e.g. the Safeguarding & Wellbeing teams) can provide assistance with drawing up a ‘Return to Study Plan’ in consultation with the student. The plan should address and include:

- Details of any specific study related support and any support reasonably required in the short term;
- Any longer term support or reasonable adjustments required and any conditions that might or will apply to that provision;
- Details of any formal reviews that may need to be built in as a condition of return to confirm that the student is fit enough to study at Northampton College;
- A risk management plan that takes account of the experiences that led to the initial suspension of studies.

Any return to study will be subject to the student’s co-operation with this process and full adherence to any agreed conditions which are subject to regular review during agreed timescales.

4. REQUEST FOR AN INDEPENDENT REVIEW

Providing a student has grounds to do so (see Section 2.4) they may request an independent review of decisions made under this policy and procedure.

A student wishing to request this should do so in writing (addressed to the Executive Office) within 10 working days of receiving their written outcomes from Level 2 or 3 meetings. The letter must clearly stipulate that they are requesting an independent review of the decision made under the Fitness to Study Policy, their grounds for requesting a review and include any relevant evidence.

The student’s letter, case notes and all evidence will be passed to an independent (equal or higher level) manager to that involved in the original meeting, who will be responsible for carrying out an independent review and ensuring appropriate records are kept.

The request for an independent review will be considered and the outcome will be confirmed in writing within 15 working days of consideration

APPENDIX 1 - Fitness to Study Procedure Grid

	<i>Level of Concern & Level of Assessed Risk</i>	<i>Level of Response Required</i>	<i>Chair of Meeting/Lead</i>	<i>Other Staff to be invited</i>	Potential Outcomes
<i>Level 1</i>	Initial Concerns (Low Risk)	Not requiring any immediate additional	Personal Tutor/ Academic Coach/Tutor /Curriculum Manager	As required	Advice/guidance/signposting; discussed, agreed & documented actions; agreed date for review

		professional interventions		<p><i>As appropriate:</i> <i>Parents / Carers / Next of Kin</i></p> <p><i>SAVS Practitioner</i></p> <p><i>Designated Person for Looked After Children</i></p>	discussions (to consider whether further action plan or escalation to level 2 required); record of discussion kept & circulated
Level 2	Ongoing and/or further concerns (Medium risk)	May imply a need for appropriate interventions from one or more WUC or external support services	Curriculum Manager/Assistant Principal	<p>Specialist staff (e.g. welfare or learning support), other curriculum/programme area staff</p> <p><i>As appropriate:</i> <i>Parents / Carers / Next of Kin</i></p> <p><i>SAVS Practitioner</i></p> <p><i>Designated Person for Looked After Children</i></p>	Advice/guidance/signposting; discussed, agreed & documented actions; agreed date for review meeting (to consider whether further action plan or escalation to level 3 required); record of discussion kept & circulated.
Level 3	Serious, persistent and/or critical concerns (High Risk)	Immediate intervention (as appropriate)	Assistant Principal/Executive Management Team Member (or appropriate nominee)	<p>Curriculum Manager</p> <p>Safeguarding Managers (or appropriate nominee)</p> <p>Other relevant staff</p> <p><i>As appropriate:</i> <i>Parents / Carers / Next of Kin</i></p> <p><i>SAVS Practitioner</i></p> <p><i>Designated Person for Looked After Children</i></p>	Report including agreed actions & details of the appeals process; possible suspension, withdrawal.

APPENDIX 2 - Templates letter advising of a Level 2/3 Meeting

Name

1st Line

2nd Line

3rd Line

Post code

Date

Dear

Level 2/3 Fitness to Study Meeting

I am writing to invite you to a Level 2/3 Fitness to Study meeting. A copy of the policy and procedure which explains the purpose of this meeting is enclosed with this letter. The reasons for a Level 2/3 meeting are laid out below. Any supporting evidence/paperwork will also be enclosed for your information and review.

XX XX XX

The details of the meeting are:

Time : XX

Date : XX

Location : XX

WUC staff to be in attendance: XX

I enclose with this letter an agenda so you have an outline of what will be discussed and know what to expect.

The meeting will be confidential and personal information relating to your health will only be shared with those who have a direct involvement in the meeting initially. Although we would advise that you should review Section 2.2 of the policy/procedure to understand Northampton Colleges approach to data protection and confidentiality in this context.

You are welcome to request help/support and can be accompanied to this meeting by a member of your medical/mental health support team, Northampton College staff (e.g. from one of Northampton College support teams), a parent/carer or a Student Union representative. The role of anyone accompanying a student is not to offer formal representation, but to provide you some support and advice. If you are under 18 your parent/carer is invited to attend this meeting and as such will be sent a copy of this letter separately. If you are over 18 and we feel it is helpful/important/appropriate we may also request (with your consent) that a parent/carer attends with you.

We would encourage you to provide up to date medical assessments/reports/evidence relevant to discussions which you consent to be shared with those who will be attending the meeting.

Please send these, along with confirmation that you will be able to attend or notification that we need to find an alternative slot to XX@Northamptoncollege.ac.uk as soon as possible. Please also feel free to write and send a short summary report of the situation from your perspective.

Please note if you were to choose not to attend or fail to attend without providing adequate reason/notice the meeting will still go ahead.

After the meeting, you will receive written confirmation of what has been agreed and next steps within 5 working days.

Yours sincerely,

XXnameXX

XXpositionXX

XXcontact detailsXX

cc. parent/carer (if under 18 or with consent, when appropriate, for over 18)

Enc. Fitness to Study Policy & Procedure; Template Agenda; supporting paperwork/evidence

APPENDIX 3 – AGENDA FOR FITNESS TO STUDY MEETING

1. Explain the purpose for the meeting and the Fitness to Study Policy/Procedure
2. Detail the concern(s)
3. Student to provide their perspective and any relevant background information (including any new mitigating or medical evidence)
4. Review all supporting paperwork/evidence/docs from other sources
5. Clarify Northampton College boundaries and rules and highlight any other relevant policies/procedures
6. Clarify expectations (e.g. standards and behaviours)
7. Discuss support needed/available (including signposting to external and internal help/support/agencies) and reasonable adjustments
8. Discuss next step options
9. Agree SMART actions (incl any interim measures required to safeguard an individual or individuals/adjustments/support/risk assessments to be carried out etc)
10. When appropriate - Agree details of a review meeting (date and who should attend), progress expected, any interim monitoring arrangements & explain consequences of lack of improvement/deterioration
11. Explain next steps of policy/procedure

APPENDIX 4 – Fitness to Study Process Flowchart

